ED 346 235 AA 001 226

Resources in Education (RIE). Volume 27, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 346 236 CE 060 402

Rudman, Cary J.; Meredith, Clematee M., Jr.
Ready or Not, Here We Come: Training California's Emerging Workforce.
PUB DATE- Jun 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Apprenticeships; Articulation (Education); Cooperative Education; Databases; Demand Occupations; Economic Development; Educational Vouchers; *Employment Patterns; Employment Programs; Equal Opportunities (Jobs); Job Training; Labor Economics; *Labor Force Development; Labor Market; Labor Utilization; Needs Assessment; Nontraditional Occupations; *Population Trends; Services; Tax Credits; Technological Advancement; Training Objectives
IDENTIFIERS- *California

This report examines the composition, challenges, needs, and training opportunities of the emerging nontraditional work force. By the year 2000, 87 percent of newcomers to the United States' workforce will be Asians, Hispanics, Blacks, women returning to work, and immigrants. After an introduction, the report provides information on the following: the national work force--current status and projected changes; the California work force--current status and projected changes; California's employment and training programs--an overview and analysis; and conclusions and recommendations. The following recommendations

ED 346 254 CE 061 256

The Columbia-Willamette Skill Builders Consortium. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Apr 92
NOTE- 142p.; For the 8 documents that make up Appendix V, see CE 061 257-264.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Colleges; Computer Literacy; *Consortia; Cooperative Programs; *Curriculum Development; Demonstration Programs; *Educational Cooperation; Inplant Programs; *Literacy Education; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Two Year Colleges; Unions
IDENTIFIERS- Oregon; *Workplace Literacy

The Columbia-Willamette Skill Builders Consortium was formed in early 1988 in response to a growing awareness of the need for improved workplace literacy training and coordinated service delivery in Northwest Oregon. In June 1990, the consortium received a National Workplace Literacy Program grant to develop and demonstrate such training. The consortium's eight workplace literacy training delivery partnerships were formed by three local community colleges working with eight businesses and industry associations, six labor organizations, a state-level office of community college services, and a private nonprofit educational research and consulting firm. The consortium developed customized curriculum materials and offered training in basic math, basic writing, computer basics, and individual skills enhancement. (Appendixes include: (1) guidelines for providing effective workplace literacy training using a consortium model; (2) community college coordinators' reports; (3) newsletters; and (4) a third-party evaluation report which discusses the design, a modified version of the Context-Input-Process-Product model, participants, instruments, and procedure, which included interviews and observations. Three conclusions are presented: strong evidence of learner increases in specific job-related skills, moderate evidence of improved employee performance and productivity, and little evidence of follow-up. Data collection instruments are provided.) (YLB)

ED 346 255 CE 061 257

Copeland, Scott
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5A: Oregon Cutting Systems and Warn Industries, Inc. Basic Math/Shop Math and Computer Basics. Instructors' Reports and Sample Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Jan 92
NOTE- 336p.; For final report, see CE 061 256. Handwitten evaluations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 346 271 CE 061 280

Applied Welding Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 13p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; Industrial Personnel; *Job Analysis; *Job Skills; Maintenance; Manufacturing; Occupational Information; Secondary Education; *Trade and Industrial Education; Vocational Education; *Welding
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in applied welding technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists the following 10 task areas with subtasks (competencies) for applied welding technology: employability skills; general safety skills; basic trade skills; oxyacetylene welding; oxy-fuel cutting; shielded metal arc welding; gas tungsten arc welding; gas metal arc and flux cored arc welding; carbon arc cutting; and plasma arc cutting. (KC)

ED 346 272 CE 061 281

Precision Machining Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 13p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; Industrial Personnel; *Job Analysis; *Job Skills; Machine Repairers; *Machinery Industry; *Machine Tool Operators; Machine Tools; Manufacturing; Occupational Information; Secondary Education; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in precision machining technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists the following 13 task areas with subtasks (competencies) for

ED 346 291 CE 061 319

Heath-Camp, Betty; Camp, William G.

A Professional Development Program for Beginning Vocational Teachers.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Apr 92

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For related documents, see ED 342 926 and CE 061 320.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Administrative Organization; *Beginning Teacher Induction; Demonstration Programs; Educational Finance; Inservice Teacher Education; Institutional Cooperation; Interviews; Journal Writing; Mentors; National Surveys; Nominal Group Technique; Peer Groups; *Professional Development; *Program Development; Secondary Education; Staff Orientation; Teacher Certification; *Vocational Education Teachers

IDENTIFIERS- Focus Groups Approach; Reflective Thinking

Research begun in 1988 investigated the induction process of beginning vocational teachers. Several research techniques were used in the study: nominal group technique focus sessions, focus group sessions, and individual interviews; daily and weekly tape-recorded logs and site visits; national survey; and exemplary induction assistance programs. Qualitative and quantitative analysis results led to the organization of a professional development program for beginning vocational teachers. Three major research conclusions were reached: (1) induction assistance programs must be flexible; (2) mentoring programs are the most common approach to induction assistance; and (3) the induction of beginning teachers should be a collaborative effort. A comprehensive induction assistance program should consist of 11 components: systematic administrative support; detailed orientation; certification courses; structured mentoring program; coaching in reflection; professional development plan; local professional development coordinator; professional development center; beginning teacher handbook; on-going inservice workshops; and peer support group. A model professional development center has the following elements: local school site; collaborative effort among school, university, and state department of education; operated by a full-time local professional development coordinator; funded jointly; and responsible for different induction levels. (Three figures and 22 references are included.) (NLA)

ED 346 292 CE 061 320

Camp, William G.; Heath-Camp, Betty

A Comparison of Induction Experiences of Beginning Vocational Teachers with and without Teacher Education Backgrounds.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Apr 92

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For related documents, see ED 342 926 and CE 061 319.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 346 310 CE 061 383

Swindell, Rick; And Others
A Study of Teleconferencing as a Medium for Improving the Quality of Life of the Frail Elderly.
PUB DATE- May 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Television; Foreign Countries; *Frail Elderly; *Homebound; *Nursing Homes; *Outcomes of Education; Quality of Life; Stimulation; *Teleconferencing
IDENTIFIERS- *Australia

Two studies were carried out in 1991-92 in Brisbane, Australia on the effects on frail elderly people of cognitive challenge by teleconference. In the first study, 20 residents of aged care centers watched specified programs on television. Later, they discussed the content over the telephone using conference link equipment. The study found that the technology must not interfere with the program; that the frail elderly participants should not have to turn on a program at a specific time, but should have readings or tapes that they can use at will; and that the substance of the program should be varied in order to appeal to as many people as possible. In the second study, the program content was specifically developed for the participants, 18 randomly selected frail elderly people who were all living independently in their own homes. Teleconferencing was used to provide the content, as well as for discussion. All participants stayed in the program through 144 participatory hours; results suggested that teleconferenced programs, along with an increase in social contact, can improve the quality of life for the frail homebound elderly. Includes 23 references and 6 appendices containing: participant and staff questionnaires; a participant health status report and a program of activities for the second study; and a description of the "University of the Third Age" (U3A), a higher education format designed to remove most institutional impediments to participation by the aged. (KC)

ED 346 311 CE 061 399

Romney, Valerie A.
National Networking for State Community Education Capacity Building. 1991 Needs Assessment: Materials and Training. Survey Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Apr 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Community Education; Educational Change; *Educational Development; *Educational Needs; Educational Resources; *Instructional Materials; Material Development; National Surveys; *Needs Assessment; *Professional Development; Teacher Improvement

The 1991 National Community Education Needs Assessment Survey focused on material and training needs. A more than 65 percent return rate on the open-ended survey indicated commitment and concern of community educators; 263 community education contacts completed the 4-page survey. The typical community

ED 346 329 CE 061 424

Grote, Audrey M.
Model Learner Outcomes for Service Occupations.
PUB DATE- 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Caretakers; *Career Exploration; Child Care Occupations; Cosmetology; *Curriculum Development; Educational Objectives; Fashion Industry; Food Service; High Schools; Home Economics Education; Hospitality Occupations; Housing Industry; Junior High Schools; *Outcomes of Education; Recreational Programs; *Service Occupations; Textiles Instruction; Tourism; Waiters and Waitresses
IDENTIFIERS- Minnesota; *Model Learner Outcomes

This guide to model learner outcomes for service occupations contains four chapters: (1) education values, learner values, philosophy, mission, and goals; (2) introduction, goals, and eight program-level learner outcomes; (3) general learner outcomes and outcomes for housing occupations, child care occupations, cosmetology and personal services, fashion and textile occupations, food service and waiter/waitress occupations, and tourism/hospitality/recreation occupations; and (4) transposing model learner outcomes into the curriculum. Chapter 4 lists the stages of the process of selecting learner outcomes: identify learner outcomes, assess student and faculty needs, present learner outcomes for review and approval; and develop curriculum for the program area. This chapter also contains two curriculum development forms and instructions for completing these forms. An appendix--considering differences in homemaking and service occupations--and nine references conclude the document. (NLA)

ED 346 330 CE 061 425

Small Business Innovative Research (SBIR) Literacy Project Phase I. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Adult Basic Education; Adult Educators; Demonstration Programs; Electronic Mail; *Information Needs; *Information Networks; Information Sources; Information Systems; *Literacy Education; Needs Assessment; Online Systems; *Telecommunications; *User Needs (Information)

An assessment of the information needs of providers of literacy services examined whether these needs could be met through an electronic information and communications system (EICS). The needs assessment was sent to 300 literacy providers; 134 responded. Responses indicated that literacy providers would benefit from a central, easily accessible EICS, if it were inexpensive and required minimal computer equipment and training. Findings from a survey of existing information centers and systems showed that existing organizations compiled and maintained necessary information, but no electronically

ED 346 348 CE 061 484

Learning a Living: A Blueprint for High Performance. A SCANS Report for America 2000.
PUB DATE- Apr 92
NOTE- 111p.; For a related report, see ED 332 054.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Behavioral Objectives; Career Education; Competence; Economic Progress; Educational Assessment; Education Work Relationship; *Employment Potential; Human Resources; *Job Performance; *Job Skills; Job Training; *Labor Force Development; Lifelong Learning; Performance Tests; Productivity; Standards; Student Certification; Vocational Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This final report of the Secretary's Commission on Achieving Necessary Skills (SCANS) describes how the United States can prepare young people as well as workers already on the job for productive work in the 21st century. Following an executive summary, Part I, Learning a Living, describes the economic choices facing the United States, defines the work force issue, and makes several recommendations to set the nation on the path to a high-performance future. It outlines the SCANS vision, describes how schools and the private sector can cooperate to create a high-performance economy capable of maintaining the nation's standard of living, and offers suggestions on how to proceed. It recommends that the Secretary of Labor take steps to ensure support for the continued development of the SCANS agenda. Part II, A Blueprint for High Performance, provides a more detailed roadmap for those charged with the responsibility for the commission's major concerns: educators, employers, and the designers of national certification and assessment systems. Each of the three chapters is directed to one of these groups responsible for implementing change. Appendixes include definitions of SCANS know-how and information on other SCANS materials. (YLB)

ED 346 349 CE 061 488

Ganzglass, Evelyn, Ed.
Excellence at Work. Policy Option Papers for the National Governors' Association.
SPONS. AGENCY- National Governors' Association, Washington, D.C.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Economics; Education Work Relationship; Employer Employee Relationship; Employment Practices; *Government Role; Human Capital; Human Resources; Job Performance; Job Training; *Labor Force Development; Labor Market; Policy Formation; Productivity; Public Policy; Quality Control; Small Businesses; Standards; State Agencies; *State Government; *State Programs; *Statewide Planning; Vocational Education

This volume contains an introduction and four policy option papers that explore key issues affecting the economy and state options to address the issues within the context of the U.S.

ED 346 368 CG 024 275

Chandler, Cynthia K.
Multicultural Counseling Instruction: A Suggested Curriculum Guide.
PUB DATE- Oct 91
NOTE- 60p.; Paper presented at the Annual Meeting of the Texas Association for Counseling and Development (35th, Dallas, TX, October 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; *Counseling Techniques; *Counselor Training; *Cultural Awareness; *Curriculum Design; Graduate Study; Higher Education
IDENTIFIERS- *Cross Cultural Counseling

This document presents the curriculum design for a multicultural counseling course for the master's degree program in counselor education at the University of North Texas. The main objectives of the course are helping students to: (1) develop a multicultural perspective on counseling; (2) understand barriers to effective multicultural counseling; (3) become familiar with current issues and concepts in multicultural counseling; (4) develop skills and strategies for counseling multicultural and specific populations; and (5) apply theoretical concepts to multicultural counseling. Lectures are described as being designed around the following major topic areas: developing cross-cultural awareness; counseling Hispanics; counseling African-Americans; counseling Asian-Americans; counseling Native American Indians; counseling women; and counseling lesbians and gay men. The textbook for the class is noted, the class format is given, and specific class sessions are described. Course requirements are listed and explained. Student evaluations of the course are briefly reviewed and samples of student statements concerning the value of the class are included. A sample syllabus and final examination study guide are appended. Lecture material is drawn from a wide variety of sources which are listed in a selected reading list in the appendix. (NB)

ED 346 369 CG 024 276

The Bilingual Academic Services and Integrated Career Systems (Project BASICS). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Career Development; *English (Second Language); High Schools; High School Students; *Outcomes of Education; Program Implementation; Program Improvement; *Student Characteristics
IDENTIFIERS- *Project BASICS NY

This document contains the final evaluation profile for the Bilingual Academic Services and Integrated Career Systems (Project BASICS). A brief extract presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract is followed by the body

ED 346 387 CG 024 296

Ramirez, Jorge I; Hosch, Harmon M.
The Influence of Acculturation on Family Functioning among Hispanic Americans in a Bicultural Community.
PUB DATE- Jun 91
NOTE- 12p.; Paper presented at the Biennial Conference on Community Research and Action (3rd, Tempe, AZ, June 6-8, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adolescents; *Biculturalism; College Students; Coping; *Family Relationship; Higher Education; *Hispanic Americans; Sex Differences

It has been observed that the process of acculturation is a potential source of stress. The population of El Paso-Ciudad Juarez border region of Texas and Mexico can be considered as highly vulnerable to the influence of acculturative stress on family functioning. An empirical study was conducted to investigate the relationship between acculturation processes and family functioning in the El Paso-Ciudad Juarez area. The families of 125 college students from three institutions served as subjects; 92 of the subjects identified themselves as Hispanic American and 33 as Mexican Nationals. Data collected were demographic variables and self-report measures of behavioral and value acculturation, biculturalism, adherence to traditional cultural values of the Mexican family, and family functioning. The results indicated these factors were associated with more favorable evaluations of family functioning: (1) mothers' higher levels of participation in the American culture; (2) male adolescents' higher levels of participation in the Hispanic culture; and (3) female adolescents' greater adherence to traditional cultural values of the Hispanic family. All this suggests that bridging cultural differences in the family through the encouragement of biculturalism is important to minimize the possible detrimental effects of acculturation processes among Hispanic American families with adolescents living in bicultural communities. (ABL)

ED 346 388 CG 024 297

Curtis, Darryl Eugene; Heritage, Jeannette
Influencing Homonegative Attitudes in College Students through an Educational Unit on Homosexuality.
PUB DATE- 6 Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Middle Tennessee Psychological Association (Nashville, TN, April 6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; Higher Education; *Homosexuality; Intervention; *Sexuality; *Student Attitudes
IDENTIFIERS- Bisexuality

This study investigated whether presenting a unit of study on homosexuality, including positive interaction with a prominent homosexual, would reduce homonegative attitudes in college students. Male and female subjects (N=75) were volunteers from two sections of the upper-level psychology class Psychosexual

ED 346 406   CG 024 315

Sandhu, Daya Singh
Application of Neurolinguistic Programming for Treatment and Relapse Prevention of Addictive Behaviors.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Counseling Techniques; Models; *Neurolinguistics; Outcomes of Treatment; *Prevention
IDENTIFIERS- *Addictive Behavior; *Neurolinguistic Programming; Relapse

The dilemma of relapse exists for a number of addictive behaviors, and mental health authorities agree that keeping addictive behaviors off permanently is much more difficult than treating the behaviors initially. Several relapse prevention models have been posited and environmental, physiological, behavioral, cognitive, and affective factors have been proposed to explain relapse after treatment of addictive behaviors. A conceptual model for relapse prevention and treatment was developed which underscores the role of intrapsychic variables that form the structure of subjective experiences of the clients and contribute to relapse. Neurolinguistic programming (NLP) techniques are incorporated into the model to deal with the relapse problems of addictive clients. This NLP model emphasizes establishing rapport with clients to access their subjective experiences. NLP techniques are employed to examine the client's belief system, including beliefs about addictive behaviors, change, dealing with incongruence or conflicting beliefs, and targets of intervention. The NLP model works to plan a road map to change. NLP meta-tactics are used to re-imprint new beliefs on the client, access the deep structure of the client's subjective experience, explore the client's change history, reframe the situation, program the client's brain to "go in a new direction" through the "swish" technique, and ensure that positive changes that took place during therapy become generalized to other contexts through the technique of future pacing. (NB)

ED 346 407   CG 024 316

Harring, Kathleen E.; Gaertner, Lowell
Social Categorization Affects Recall of Ingroup and Outgroup Members' Attitudes.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; College Students; *Congruence (Psychology); *Group Membership; Higher Education; *Recall (Psychology)

The most fundamental classification of individuals into social groups is whether an individual belongs to your group (ingroup member) or to some other group (outgroup member). Individuals tend to favor their own group as compared to the outgroup;

ED 346 426 CG 024 335

Gibson, Robert L.
Research and Counselor Education.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Educators; *Counselor Training; Graduate Study; Higher Education; *Research

A hallmark of any profession is the degree to which it has advanced, through research, that body of knowledge which constitutes the core learnings and skills of the discipline. Counselor educators must first ascertain where they have been and what empirical evidence has influenced and provided the foundations for professional actions. A review of 12 introductory textbooks in counselor education revealed which theoretician-researchers' contributions are frequently cited to students. An open-ended questionnaire completed by 24 counselor educators revealed what specific research has influenced how counselor educators function. Individual researchers most frequently cited were Ivey for his microcounseling; Carkhoff for his facilitative conditions studies, and Holland for developing a vocational identification and classification system. There are opportunities for both research and training to serve projected social needs of the next decade while at the same time advancing the profession. Counselor preparation programs must strengthen the traditional career core; make courses in multicultural counseling, prevention and wellness, human sexuality, and research required courses; expand offerings of marriage and family topics; and develop international internships. Finally, a national research agenda is needed that involves all of counselor education in meaningful empirical studies that will advance and validate the field of knowledge and establish the reputation of counselor education as a profession in its own right. (NB)

ED 346 427 CG 024 336

Kaplan, Kalman J.; And Others
Factors in Suicide Completions and Suicide Attempts among Schizophrenic, Other Psychotic and Nonpsychotic Patients.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Suicidology (25th, Chicago, IL, April 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Client Characteristics (Human Services); Patients; *Psychiatry; *Psychosis; *Schizophrenia; *Suicide; Young Adults
IDENTIFIERS- *Suicide Attempts

Some researchers have attempted to connect suicide to a general history of mental illness; others have searched for diagnosis-free suicide risk factors; and still others have argued that different risk profiles may emerge for different diagnoses. In addition to these issues, it appears that suicide completers and suicide attempters show somewhat dissimilar patterns. This study explored several questions regarding suicide among psychiatric patients. Findings from 586 adolescent and young

ED 346 446 CS 010 970

Rasinski, Timothy V.
Advice for Parents: Recommendations for Home Literacy Activities Based upon Studies of Young Successful Readers.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Early Reading; *Family Environment; High Risk Students; *Parent Child Relationship; *Parent Influence; Reading Aloud to Others; *Reading Research
IDENTIFIERS- Emergent Literacy

Two research studies hold promise of assisting educators in developing appropriate recommendations for helping parents help their children learn to read and write. Dolores Durkin studied children who entered school already knowing how to read. She followed the students for several years and found that the early readers maintained or extended their lead in reading over their non-early reading peers. Durkin's study associates early success in reading with parents who did activities with their children, talked with their children about words and experiences, and answered their children's questions and responded to their requests. Denny Taylor and Catherine Dorsey-Gaines focused for several years on four inner-city families of children who were successful in learning to read. The most significant finding was that even though the families lived in terrible, desperate conditions, the success of the children defies the stereotypical view that children from such conditions can never succeed. The families were highly cultured, literate, provided a rich literate home environment, and had high expectations for the children. From these studies, three recommendations for parents regarding literacy learning can be gleaned: (1) have high expectations for children; (2) provide children with a rich literate environment; and (3) become involved in the reading and writing life of children (particularly by reading to the children daily) in a low-key and informal way. (RS)

ED 346 447 CS 010 971

The Study of Summer Reading Programs in Response to House Joint Resolution 423. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 24.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Compulsory Education; Enrollment Rate; *Government School Relationship; *High Risk Students; Primary Education; *Reading Programs; Reading Research; Remedial Reading; School Funds; School Surveys; *Summer Programs
IDENTIFIERS- *Virginia

A study investigated the feasibility of compulsory summer reading programs for students at risk in Virgina school divisions were surveyed concerning their summer school offerings. Remedial summer school enrollment statewide was analyzed. Structured

ED 346 465   CS 213 376

Beaufort, Anne
Where Is Genre in Writing Instruction?
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; Case Studies; *Discourse Modes; *Freshman Composition; Higher Education; *Literary Genres; Student Writing Models; Writing Research
IDENTIFIERS- Composition Theory; Discourse Aims; Discourse Communities; Stanford University CA; *Writing Contexts

In writing, as in conversation, there are implicit boundaries which separate various modes of communication, and these boundaries cause exclusion, discomfort, and misunderstanding. The existence of these boundaries results in a number of issues, such as the categorization of texts, the differences between writing for English classes and writing in other academic disciplines, and the boundaries between audiences. A fourth issue bringing all of these issues together is that of genre. Research in several freshman composition classes illustrated the ways that conceptualizations of genre are played out in the writing and discussions of teachers and students. For example, there is an interplay between notions of discourse mode and genre. Teacher response to one student essay was driven by the theoretical model of the five traditional discourse modes--description, narration, exposition, persuasion, and poetry--a model which does not allow for a full discussion of the complexities of a text such as that written by the student. The revised essay, in conjunction with the teacher's advice, conformed more to the generic conventions of a moral, didactic essay. This essay also illustrates the second issue of boundaries; that is, the differences between writing done inside and outside of English classrooms. The student's initial attempt did not fit the traditional boundaries of freshman composition, and the teacher was caught by the boundaries of the discipline. In another instance, a teacher assigned a reflective essay which compared short stories, and illustrated the assignment by making a distinction between the genre of the reflective essay (the comparison paper) and the genre of the business report designed to make a recommendation. Finally, at Stanford University (California) a project in which students take on writing assignments for non-profit agencies demonstrates students' difficulty crossing over into genres outside academia. The point is made that issues of audience are embedded within all genres, and negotiating a way across the boundaries of genres is central in acts of writing. (HB)

ED 346 466   CS 213 378

Coon, Anne C.
Large-Scale Writing Assessment: Methods, Accommodations and Reliability.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English

ED 346 483 CS 213 401

Lee, Karen Swenson
An Analysis of Research in Approaches to Instruction, Modes of Instruction, and Foci of Instruction in the Teaching of Writing at the Community College.
PUB DATE- May 91
NOTE- 81p.; M.A. Project, University of Northern Iowa.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Instructional Effectiveness; School Surveys; Student Attitudes; Teacher Attitudes; *Teaching Methods; Two Year Colleges; *Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- Northeast Iowa Community College; Student Surveys; Teacher Surveys

A study investigated current research on approaches to instruction, modes of instruction, and foci of instruction in the teaching of writing. Surveys of students and faculty at Northeast Iowa Community College were conducted to determine the status of composition instruction with regard to approaches to and modes and foci of instruction. Thirty-three students (out of 39) in a Composition 2 class and 11 students (out of 13) in a Composition 1 class responded to the survey, while 27 faculty members (out of 47) responded to another survey designed to elicit data on faculty perceptions of writing as it applies to the needs of students in various career areas. Results of the research study and the surveys will guide the development of transfer-level writing courses at the community college. Six approaches are currently in use: literature, text-based rhetoric, peer workshop, service course, basic skills, and individualized approaches. Of the four modes of instruction identified in prior studies--the presentational, the environmental, the renamed natural process, and the individualized--the environmental mode offers the greatest potential for improving writing. Foci of instruction most likely to lead to improved writing skill are inquiry techniques, use of scales, sentence combining, models, and peer-responding. Less improvement is likely using free writing and teacher-only feedback and revision, and negative effects are likely using direct instruction in grammar and mechanics. (Nine tables of data are included; three appendixes containing surveys are attached.) (Author/SR)

ED 346 484 CS 213 402

Smith, Arthur E.
A National Curriculum in England.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Core Curriculum; *Curriculum Development; Educational Objectives; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Reading; *Secondary School Curriculum

ED 346 502   CS 213 425

English 36: Teacher Resource Manual. Integrated Occupational Program.
PUB DATE- 92
NOTE- 339p.; Some pages have shaded (colored) material which may not reproduce well. For Program of Studies/Curriculum Guide, see CS 213 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English Curriculum; English Instruction; Foreign Countries; High Schools; *Language Arts; Learning Activities; Program Descriptions; *Special Programs; Student Needs; Thematic Approach
IDENTIFIERS- *Alberta; Canada

Developed as a practical planning and instructional tool, this teacher resource manual is intended to assist classroom teachers to implement Alberta, Canada's high school Integrated Occupational English Language Arts Program--a program designed for students who have experienced difficulty with language arts in the regular program. It contains: (1) additional information about the goals and objectives of the curriculum; (2) thematic contexts for the delivery of prescribed concepts, skills, and attitudes; (3) suggestions for planning and implementing the program (instructional strategies, sequenced activities, correlations of learning resources to activities, and resource suggestions); (4) activities and background information designed to develop further facility in using the strands of language and process skills; (5) suggestions for relating language arts instruction to essential life skills and other subject areas; and (6) suggestions for using community resources throughout the language arts program. The resource manual's 13 sections are as follows: (1) Introduction; (2) Program Planning; (3) Evaluation; (4) Classroom Environments: Emotional and Physical Safety; (5) Scope and Sequence; (6) Themes; (7) Language Arts Strands and Process; (8) Reading; (9) Viewing; (10) Listening; (11) Speaking; (12) Processing; and (13) Appendixes (a list of regional Offices of Education, copyright acknowledgements, and a selected bibliography). (SR)

ED 346 503   CS 213 426

Fisher, John P.; Glenister, Jennifer M.
The Hundred Pictures Naming Test. Pictures, Manual, and HPNT Response Sheet.
PUB DATE- 92
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Foreign Countries; Illustrations; Language Skills; Verbal Tests
IDENTIFIERS- Australia; Naming Task

Designed for use by speech pathologists, psychologists, special educators, English-as-a-Second-Language teachers, classroom teachers, and other professionals investigating child, adolescent, and adult language, this test--the Hundred Pictures Naming Test (HPNT)--is a confrontation naming test designed to evaluate rapid naming ability across age groups. The test,

ED 346 522   CS 507 842

Bideshi, Davison; Wiseman, Richard L.
The Partners Program: The Effects of a Cultural Sensitivity
  Experience on Attitudes toward Others.
PUB DATE- Feb 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Western
  Speech Communication Association (Boise, ID, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Awareness; Cultural
  Pluralism; Foreign Students; Higher Education; *Intercultural
  Communication; *Intercultural Programs; Multicultural
  Education; *Program Effectiveness; *Student Attitudes
IDENTIFIERS- Communication Behavior

A study investigated the relationship between a cultural sensitivity experience (the Partners Program, in which American students and foreign students meet on a weekly basis through a 15-week semester) and participants' attitudes toward members of other cultures. The 383 subjects (students from a western university) were assigned to one of three conditions: (1) those participating in the program in group settings; (2) those participating in the program in dyadic settings; and (3) those in a control group. Two variables were operationalized through a factor analysis of attitudinal items focusing on members of other cultures: cultural pluralism, and responsibility toward people from other cultures. Data analysis revealed that participation in the cultural sensitivity experience produced significant changes for both dependent variables. Also, the impact of the two experiential settings (group versus dyadic) was not significantly different, although there was a tendency for group interaction to increase overall satisfaction and willingness to continue participation in the program. (Two tables of data are included and 18 references are attached.) (Author/SR)

ED 346 523   CS 507 844

Stephenson, Alan R.
A "Communications Day" for High Schools.
PUB DATE- Oct 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech
  Communication Association (77th, Atlanta, GA, October 31-
  November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *College Day; College School Cooperation; Higher
  Education; *High Schools; High School Seniors; *Mass Media;
  *School Community Relationship
IDENTIFIERS- High School Juniors; John Carroll University OH;
  Media Education; Ohio (Cleveland)

A "Communications Day" event aimed at area high school juniors and seniors was developed at John Carroll University, near Cleveland, Ohio. Flourishing since its beginning in 1978, the day-long seminar is intended to give students the opportunity to hear from and question experts in all phases of radio, television, and newspaper work. A typical Communications Day (with attendance of up to 1,400 students) is broken into three

ED 346 543 EA 021 714

Marshall, Catherine
Educational Policy Dilemmas: Can We Have Control and Quality and Choice and Democracy and Equity?
PUB DATE- 90
NOTE- 32p.; In: Borman, Ed. Contemporary Issues in Education. Norwood, NJ, Ablex Publishing Corporation, 1990. Chapter 1.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; *Outcomes of Education; Role of Education

Educational managers, policymakers, and scholars should make a courageous effort to face fundamental school system policymaking dilemmas in new ways. Self-empowering strategies are the levers that uncover, clarify, and solve problems. This paper argues that qualitative research, as a self-empowering problem solving strategy, will enable educators and researchers to explore beyond the limits of current theory and practice and make meaning of observed patterns of behavior in order to promote control, quality, choice, democracy, and equity in educational policy and management. Fundamental policymaking dilemmas include the following: (1) the basic values (equity, quality, choice and efficiency) are often in conflict; (2) the definition of "quality education" is culture laden; (3) teaching about equity, choice, and diversity requires confronting the schools' role in producing society's underclass; and (4) insider and outsider pressures are required to change the system. A detailed exploration of possible solutions to these dilemmas is provided. (JAM)

ED 346 544 EA 022 943

Smyth, John
Instructional Supervision and the Re-Definition of Who Does It in Schools.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Collegiality; Elementary Secondary Education; *Participative Decision Making; Productivity; *Professional Development; School Based Management; School Supervision; Social Control; *Teacher Orientation; *Teacher Supervision

The trend of teacher collegiality and professional development in educational restructuring is examined in this paper within the context of growing demands for accountability and productivity. The increased international interest in teacher collegiality through various forms of school-based professional development is viewed as a means of restructuring control of teachers' work. The redefinition of "professionalism" presents the manifest appearance of increased participation and collaboration, but implicitly is a policy option that co-opts and constrains teachers within rigid, centrally prescribed educational guidelines. A conclusion is that if collegiality

ED 346 564 EA 023 985

Daresh, John C.; Playko, Marsha A.
Aspiring Administrators' Perceptions of the Superintendency as a Viable Career Choice.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Career Choice; Educational Administration; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; *Occupational Aspiration; Public Administration Education; *Superintendents

Findings of a study that explored aspiring administrators' perceptions of the superintendency as a viable career choice are presented in this paper. Methodology involved the administration of a questionnaire to 197 graduate students enrolled in administrator education courses. Findings indicate that the most powerful motivator was the ability to exercise power and control over organizations and the most powerful disincentive was dealing with community pressure groups. Students reported a general decline in interest in seeking the superintendency. Recommendations for preservice preparation include providing different levels of courses directed toward students' career goals, such as school finance or law, and providing positive role models. Inservice education should consider collegial support networks, peer coaching, and mentoring programs. Appendices contain the Superintendents Job Characteristics Survey and a statistical table of mean scores and rankings. (13 references) (LMI)

ED 346 565 EA 023 986

Capper, Colleen A.
Multiparadigm Perspectives of Administration: Informing Theory and Practice.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Theory; Educational Sociology; *Educational Theories; Elementary Secondary Education; *Feminism; Hermeneutics; *Models; *Social Theories

A multiparadigm perspective of educational administration is offered in this paper, which offers a conceptualization of administration as a heuristic device for considering multiple views of education. The first section describes the work of Sirotnik and Oakes (1986) whose "critical inquiry" multipardigm approach comprises three paradigms: structural functionalist, interpretivist, and critical theory. Feminist poststructural theory, which addresses some of the limitations of critical theory, is proposed as a fourth paradigm. A multiparadigm approach conbining each of these four approaches is then described. The second section explains the usefulness of the

ED 346 585 EA 024 017

Wohlstetter, Priscilla; Odden Allan
Rethinking School-Based Management Policy and Research. Working Paper Number 11.
PUB DATE- Jan 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Decentralization; *Educational Change; *Educational Policy; Educational Research; Elementary Secondary Education; Organizational Change; *School Based Management; *School Organization; *School Restructuring

Existing literature on school-based management (SBM) policy and research is reviewed in this paper, which also highlights several themes related to both why school-based management does not work and how it can be designed to be more effective. The literature review suggests that past studies have tended to be general and descriptive in focus, which necessitates rethinking the policies and research associated with SBM. New directions for future SBM policy and research are proposed: viewing SBM in a more comprehensive framework that includes decentralizing power, knowledge, information, and rewards; combining the governance mechanism of SBM with curriculum and instruction reforms to improve productivity; investigating how SBM can create a new organizational structure; and developing supportive district and school leadership. Recommendations are made for the sequential adoption of reforms that are centered at the school site, within a variable time table. (58 references) (LMI)

ED 346 586 EA 024 019

Mawhinney, Hanne B.
Backtracking to Policy Design (Un retour au point de conception de la politique).
PUB DATE- Jun 91
NOTE- 55p.; Paper presented at the Annual Meeting of the Canadian Association for Studies in Educational Administration (Kingston, Ontario, Canada, June 2-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Governance; *Government Role; Government School Relationship; *Policy Formation; Program Design; *Public Policy

The diverse literature on policy design and policy instruments is reviewed in this paper, which also addresses such issues as the definition of a policy design perspective, the categorization and variables of policy instruments, and improvement of the design process. The first part presents a general discussion of the perspective of policy formation known as "policy design." The next part examines several recently developed typologies of governing instruments (tools used to fulfill goals) with attention to four basic government resources--nodality (property of being in the middle of an information or social network), treasure, authority, and organization. Factors for choosing among policy instruments are also discussed, which

ED 346 607 EA 024 056

Pavan, Barbara Nelson
The Waxing and Waning of Nongradedness.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Principles; *Educational Trends; Elementary Secondary Education; *Nongraded Instructional Grouping; *Nontraditional Education; *Open Education; School Organization; *School Restructuring

Trends and research in nongraded schooling over the past three decades are described in this paper. The 1960s and early 70s were marked by a strong interest in the nongradedness movement and the British concept of open education, followed by a declining interest in the 1970s. A nongraded revival in the 1980s was facilitated by recognition of the failure of the traditional American educational system, economic crisis, and the need for increased economic productivity. Nongradedness is proposed, not as one teaching model, but as a set of multiple strategies or an organizational system. A review of nongradedness research divides the principles of nongradedness into six clusters--goals of schooling, organization, curriculum, instruction, materials, and assessment. Each cluster is further delineated by six items. Nongradedness appears to be on the increase in the 1990s in the forms of school-based management, participative decision-making, and heterogeneous grouping. Adequate staff development and sufficient implementation time are necessary for success. One table is included. (18 references) (LMI)

ED 346 608 EA 024 057

Pavan, Barbara Nelson
School Effectiveness and Nongraded Schools.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Effective Schools Research; Elementary Secondary Education; Meta Analysis; *Nongraded Instructional Grouping; *Nontraditional Education; *Open Education; *School Effectiveness

Findings from a study that examined the relationship between two educational movements--effective schools and nongradedness--are presented in this paper. Methodology involved: (1) a research review of studies conducted from January 1968 to June 1991 that compared graded and nongraded student performance using standardized objective measures; and (2) the development of a set on nongradedness assumptions by a panel of experts, which was compared to effective schools correlates. Findings indicate that comparisons of graded and nongraded schools using standardized achievement tests continue to favor nongradedness. Nongraded schools also offer improved chances for good mental

ED 346 627   EC 212 822

Horn, Christy A.; And Others
Educational Center for Disabled Students. 1986-1987 Final Report. Demonstration Project.
PUB DATE- 88
NOTE- 106p.; For related documents, see EC 212 821-823. Appendix M, "Newsletters," not in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Students; Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Higher Education; *Learning Disabilities; Microcomputers; *Physical Disabilities; *Program Implementation; Student Attitudes
IDENTIFIERS- *University of Nebraska Lincoln

The report documents second year activities of the Educational Center for Disabled Students serving college students with a broad range of both physical and learning disabilities at the University of Nebraska-Lincoln. Center goals include improving student academic performance and attitudes through the use of computer technology and academic skills training, establishing the Center utilizing appropriate computer equipment and software, and disseminating model project information. Major second year activities were: (1) implementation of Center services and expansion to new students; (2) completion of initial summative outcome evaluation; (3) expansion of dissemination activities; and (4) initial formalization of interventions (technological and adaptive) and assessment procedures and instruments for replication. Major findings of the evaluation included: student grade point average (GPA) increased during the time the Center has operated; incidents of disabled students on academic suspension or probation decreased over the time the Center has operated; a higher percentage of students entering since the Center began are completing 100% of attempted credit hours; and hours of Center use was a significant predictor of semester GPA. Dissemination activities included professional reports and presentations; and outreach activities to schools, parents, and community. Appendixes include planning documents, assessment instruments, suggested intervention strategies, a bibliography of information sources, and an inventory and vendor list. (DB)

ED 346 628   EC 212 823

Horn, Christy A.; Shell, Duane F.
Educational Center for Disabled Students. 1987-1988 Final Report. Demonstration Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 131p.; For related documents, see EC 212 821-822. Appendix M, "Newsletters," not in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Students; Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Higher Education; *Learning Disabilities; Microcomputers; *Physical Disabilities; Program Evaluation; *Program Implementation; Student Attitudes

ED 346 649 EC 301 261

Communicator, The Journal of the California Association for the Gifted, 1991.

PUB DATE- 91

NOTE- 181p.; For selected theme issues, see ED 332 438 and EC 301 262-263.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- American Indians; *Art Education; Career Education; Computer Uses in Education; Creativity; *Curriculum Development; Distance Education; Educational Practices; *Educational Technology; Elementary Secondary Education; Enrichment Activities; Ethnic Groups; *Gifted; Interdisciplinary Approach; Language Arts; Program Development; Program Evaluation; Rural Education; Scholarships; Special Schools; Summer Programs; *Talent; *Thematic Approach; Underachievement

IDENTIFIERS- *California

All five issues of volume 21 of the "Communicator," a journal concerned with giftedness in school-age children, are collected in this document. Major articles (and their authors) include the following: "Technology and Change: From the Renaissance World to Microworlds" (Gail Marshall); "Computers and Creativity: Tools, Tasks, and Possibilities" (Bernard Dodge); "Technology Resources in Education (TRIE): Opportunities for Collaboration" (Craig Blurton); "Increasing Educational Options through Distance Learning" (Robert Threlkeld); "Technology, the Gifted, and the Language Arts" (Stephen Marcus); "An Open Letter to Parents of Students" (David Moursund); "Vision: Technologically Enriched School of Tomorrow (TEST)" (Gary Bitter); "Alternatives to Integrated Instructional Systems" (Peter Kelman); "Confessions of a Maverick Moderate" (Anne Beversdorf); "The Gifted Underachiever...Another Look" (Linda Emerick); "Developing Gifted Potential in Underserved Populations" (Elinor Ruth Smith); "Difficulties in Addressing Creativity in North American Indians Living in Remote Communities" (David Rattray); "Computers in Education: A Piagetian Perspective" (Thomas O'Brien); "The Euclid Gifted/High Ability Bilingual Magnet School" (Victoria Steinitz); "The California State Summer School for the Arts and Some Thoughts on Advocacy for Arts Education" (William Cleveland); "Improving Art Education: The Getty Program" (Leilani Lattin Duke); "Five Proven Ways to Incorporate Art in Every Classroom" (Jerry Chris); "Fullerton Arts Program" (Lauralyn Eschner); "The Arts...in Garden Grove" (Jean Drum); "Conservatory of Fine Arts in the Los Angeles Unified School District" (Sheila Smith); "Pageant of the Arts: An Integrated Arts Program" (John Blaydes); "The Impossible Dream" (James Haslip); "Scholarship and the Arts: The Scholarship Programs for the Gifted and Talented at the Idyllwild School of Music and the Arts" (James Zuberbuhler); "Teaching Toward Intuition: Waldorf Schools" (Dennis Klocek); "Show Me: Recognizing Spatial Intelligence" (Miri Fleming and Veronica Blake); "Untangling the Web of Interdisciplinary Instruction" (Susan L. Feibelman and Sandy Hall-Chiles); "Interdisciplinary Thematic Curriculum" (Sandra Kaplan); "Introducing Theme-Based Instruction to Teachers and Parents" (Rena Bonne); "Do Concepts Still Have a Place in Teaching Social Studies?" (Dorothy Connet); "Differentiating Content for Secondary Gifted Learners" (James Curry); "Themes in Science: A One-Year Program for Grade 3" (Jacqueline Barber); "Thinking Blocks for Literature" (Stephen

ED 346 667 EC 301 279

Newman, Lynn
Hispanic Secondary School Students with Disabilities: How Are They Doing?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Disabilities; *Education Work Relationship; Extracurricular Activities; Family Characteristics; *Hispanic Americans; Longitudinal Studies; Mainstreaming; Secondary Education; *Social Integration; Student Characteristics; Student Participation; Student Placement; Transitional Programs; Urban Education; Vocational Education

This paper focuses on the secondary school experiences of Hispanic students with disabilities, presenting findings from the National Longitudinal Transition Study (NLTS) of Special Education Students. The 5-year NLTS study included data on more than 8,000 students (of whom 733 were Hispanic) enrolled in special education in the 1985-86 school year. The data provided in this report were collected in 1987 from telephone interviews with parents of the NLTS Hispanic youth. The paper begins with a description of individual and family background factors, such as disability category, functional skills, youth demographics and household characteristics. It continues with a description of students' secondary school experiences including school characteristics (such as size and urbanicity) and school policies and practices regarding instructional placement and vocational education services and programs. The paper then focuses on aspects of student school performance and activities related to vocational and instructional placement experiences including absenteeism, school completion, employment during secondary school, and participation in extracurricular activities. Findings indicated that Hispanic students with disabilities were unlikely to be in racially integrated or mainstream settings, had fewer vocational training opportunities than other special education students, and were unlikely to participate in extracurricular group activities. An appendix presents background information on the NLTS. (35 references) (DB)

ED 346 668 EC 301 280

Individualized Education Program: A Special Education Technical Assistance Document, Spring, 1992.
PUB DATE- 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Federal

ED 346 687 EC 301 302

Education and Mental Health: Profitable Conjunction. Volumes I and II.
PUB DATE- 90
NOTE- 271p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Community Programs; *Cost Effectiveness; *Delivery Systems; Early Intervention; Elementary Secondary Education; *Emotional Disturbances; Family Programs; Mental Health; Models; Prevention; Residential Programs; *Resource Allocation; School Community Relationship; *Student Placement
IDENTIFIERS- *Texas

This report, in two volumes, contains recommendations and supporting documentation for restructuring mental health services to Texas' children with an emphasis on the cost effectiveness of developing accountable school and community based services, family centered prevention services, and early intervention services. Major mental health issues for Texas schools, families, and children include: the mental health needs of children are not being met; currently most of the mental health funding is for the most restrictive and most expensive service model (residential placement) which serves only a few children in need; and the least amount of mental health funding is for the most cost-efficient and effective delivery model--a preventative, family-oriented, community-based consortium of services. Among eight major recommendations are: (1) focusing funding to develop effective school and community based services; (2) development of a statewide Comprehensive Community-Based Children's Service Plan; and (3) systematic evaluation of all residential placements of children with emotional problems. Additional sections of Volume I provide background information, the four legislative mandates to the task force, and various funding strategies. An appendix gives several definitions of emotional disturbance and 29 footnotes are listed. Volume II provides supporting documentation in 12 papers and 6 appendixes. Papers cover an inpatient facility study, a residential facility study, a report on student outcomes in residential placements, a continuum of services, a survey of community mental health services, family treatment models, a parent survey, and preventive programs. A bibliography of 37 references in addition to individual paper references are included in Volume II. (DB)

ED 346 688 EC 301 303

All Children Can Learn: Guidelines for Least Restrictive Environment.
PUB DATE- Dec 91
NOTE- 19p.; For a related document, "All Children Can Learn Together: Suggestions for Least Restrictive Environment," see EC 301 304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

are a broad range of policy options that may be used to craft California's employment and training programs into a "system": (1) create a state department of employment and job training, develop a voucher system, and create a comprehensive labor market needs database reflecting local, regional, and statewide work force demands; (2) expand the apprenticeship model of job training and provide opportunities for clients to obtain technical skills and employment by combining vocational education and apprenticeship components; and (3) eliminate impediments that discourage access to employment and job training, provide support services, explore tax credit and exemption policies, and create an applied technology education articulation model. Two appendices contain employment and training programs by purpose and description and a chart of reports and evaluations of employment and training programs. (NLA)

ED 346 237 CE 061 051

Perin, Dolores; Greenberg, Daphne
Retention Patterns in an Adult Basic Education Program for Health Care Workers Preparing for College.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For a related report, see CE 061 271.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Adult Basic Education; Adult Literacy; Allied Health Occupations; *College Programs; *Dropouts; Language Proficiency; *Literacy Education; Outcomes of Education; *Participant Characteristics; *Program Attitudes; Time on Task
IDENTIFIERS- *Workplace Literacy

A study examined a unique workplace literacy program designed for college preparation. Factors related to retention were studied in a group of paraprofessional health care workers who were attending the program as a step toward career advancement. The 153 participants were mainly women of minority backgrounds who spoke English fluently but not necessarily as a first language and had considerable family responsibilities. Many of the participants had previously obtained high school equivalencies through union programs. Student characteristics, perceptions of the program, reasons for leaving prior to completion, and literacy gains were studied as a function of length of time in the program. Included in this study were two groups often overlooked in the research literature: nonattenders (those accepted to a program who never attend, n=28) and leavers (those who spend 12 or fewer hours in instruction before leaving, n=26). Length of time in the program was clearly associated with literacy gain. The 47 completers had higher literacy scores at various points during the program than groups who stayed for shorter amounts of time. Completers also had stronger English language backgrounds. Consideration of the combined effect of literacy gain, background characteristics, and perceptions of the program led to the conclusion that educational and practical concerns seemed to work together to affect decisions whether to stay or go. (22 references) (KC)

ED 346 238 CE 061 060

DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Colleges; *Computer Literacy; Cooperative Programs; Curriculum Development; Educational Cooperation; *Inplant Programs; Labor Force Development; *Literacy Education; Manufacturing Industry; *Mathematics Instruction; Needs Assessment; Participant Satisfaction; Program Development; Program Evaluation; *Program Implementation; School Business Relationship; Student Recruitment; Two Year Colleges

IDENTIFIERS- Oregon; *Workplace Literacy

Workplace literacy projects were established at Warn Industries, a winch and hubcap maker, and Oregon Cutting Systems (OCS), a producer of cutting edges supplying the timber industry by Clackamas Community College (Oregon). At Warn, project staff developed functional context materials, delivered instruction to a math class, and implemented a basic computer class. At OCS, staff taught basic math and basic computer classes. The best recruitment ideas at OCS were a combination of offering a popular subject, keeping the class to 9 hours, and providing enough information so that people could screen themselves in and out. The combination of paying the employees to take classes and paying them for improved skills motivated Warn employees. (Other contents of the report include demographic data, sample workplace literacy audit forms, pre- post-test summaries and samples, and completed participant evaluation forms. Part 2 of this report contains the curricula. The OCS and Warn math class curriculum contains problems and exercises. Separate curricula are provided for the OCS and Warn computer basics classes. Both are in a programmed note package format.) (YLB)

ED 346 256   CE 061 258

Taylor, Marjorie; And Others

Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5B Anodizing Inc. (Aluminum Extrusion Manufacturing). Basic Measurement Math. Instructors' Reports and Sample Curriculum Materials.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- Mar 92

NOTE- 92p.; For final report, see CE 061 256.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; Community Colleges; Cooperative Programs; Curriculum Development; Educational Cooperation; English (Second Language); *Inplant Programs; *Limited English Speaking; *Literacy Education; *Mathematics Instruction; Mathematics Skills; Metal Industry; Pretests Posttests; Program Development; Program Implementation; School Business Relationship; Second Language Instruction; Unions

IDENTIFIERS- Oregon; *Workplace Literacy

Anodizing, Inc., Teamsters Local 162, and Mt. Hood Community College (Oregon) developed a workplace literacy program for workers at Anodizing. These workers did not have the basic skill competencies to benefit from company training efforts in statistical process control and quality assurance and were not able to advance to lead and supervisory positions. Some workers had limited English proficiency. Supervisors conducted the precision machining technology: employability skills; prerequisite machining skills; bench work skills; power saws; pedestal grinders; drill presses; lathes; milling machines; surface grinding machines; tool and cutter grinding machines; computerized numerical control operations; precision machining technology, functions, and operating principles; and heat treat furnaces. (KC)

ED 346 273 CE 061 282

Drafting & Design Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 15p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; *Design; *Drafting; Engineering Drawing; Industrial Personnel; *Job Analysis; *Job Skills; Machinery Industry; Manufacturing; Occupational Information; Secondary Education; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in drafting and design technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists the following 25 task areas with subtasks (competencies) for drafting and design technology: employability skills; orientation; basic drafting skills; technical mathematics; multiview drawings; sectional views; auxiliary drawings; basic dimensioning; pictorial drawings; sheet metal developments; drafting applications; basic charts and graphs; computer skills; computer-aided drawings; architectural drawings; structural drawings; civil drawings; electrical/electronic drawings; pneumatic/hydraulic drawings; mechanical drawings; electrical/electronic drawings; advanced computer-aided drawings; advanced mechanical drawings; tool and die drawings; and basic surveying skills. (KC)

ED 346 274 CE 061 283

Printing/Graphic Arts Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 22p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; *Graphic Arts; Industrial Personnel; *Job Analysis; *Job Skills; Occupational Information; Reprography; Secondary Education; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in printing and

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; Higher Education; *Inservice Teacher Education; Secondary Education; Teacher Education Programs; *Vocational Education Teachers

The nature, dynamics, and scope of the induction experience of beginning secondary vocational education teachers was examined. The study determined induction experiences encountered and compared induction experiences of teachers with formal teacher education programs (teacher education certified or TEC) to those without such preparation (nonteacher education certified or NTEC). A field-tested instrument collected usable demographic and induction experience information from 352 teachers out of a total sample size of 625. Descriptive statistics depicted gender, race, educational level, average salary, and average age of TEC and NTEC teachers. The NTEC teachers fared better than the TEC teachers, a higher percentage reporting "yes" on 18 of the 22 induction assistance items. TEC teachers were more likely to have planning time available before school started. NTEC teachers were more likely to have a mentor, orientation to vocational student organizations, an extra planning period for the first year, and a beginning teacher's handbook. Several conclusions were reached: vocational teachers are not served by induction programs; induction assistance needs are not being met; inservice training is regarded as important; and minor distinctions are being made between TEC and NTEC teachers. (27 references) (NLA)

ED 346 293 CE 061 321

Donelan, Brenda
Gender Role Socialization and the Choice of an Agriculture Curriculum.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (Kansas City, MO, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; College Students; *Females; Higher Education; Males; *Nontraditional Occupations; Occupational Aspiration; *Parent Attitudes; *Sex Role; Socialization; *Student Attitudes

An in-class survey of a sample of 345 (266 male and 79 female) college students enrolled in agriculture classes at a midwestern university was taken to determine whether different socialization patterns played a role in their decision to enroll in agricultural education. The survey included questions on attitudes toward men and women in society, demographic characteristics, characteristics of the family farm on which students grew up, mothers' and fathers' occupations, perceived support, and intended occupations. Some of the findings were as follows: (1) 95 percent of the males and 76 percent of the females reported aspirations for traditionally male occupations; (2) only 9 percent of the females, compared to 43 percent of the males, expected to be working as a farmer or rancher; and (3) more than half of the females were found to be nontraditional, whereas only 12 percent of the males were. The study concluded that some of the findings were supportive of part of the theory of gender role socialization. Perceived attitudes of mothers and fathers had significantly different influences for male and female students on students' own educator who responded was the director of community education for a local education agency with at least 10 years of experience. The "Community Education Journal," "Community Education Today," and state/regional association newsletters were widely received, well read, and considered useful. Respondents agreed on the need for additional information in the following areas: educational reform; community education professionalism, including training and how-to manuals; and community education as an academic discipline, including research and documentation. They identified educational reform as the prime topical area for additional community education training and the following areas for professional development: community education philosophy and concepts, management skills, funding alternatives, and leadership training. Although governmental and legislative support, program expansion, and identity and recognition were identified as essential to state growth, those who rated their states' level of initiatives as stagnant or weaker identified funding limitations as the key cause. (Appendixes, amounting to over two-thirds of the report, include participant lists, the survey, and detailed survey responses.) (YLB)

ED 346 312 CE 061 400

Qualifications for a Changing World.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Needs; Education Work Relationship; *Employment Qualifications; Foreign Countries; *International Cooperation; International Programs; *Job Skills; Job Training; Labor Force Development; Labor Market; Labor Needs; Postsecondary Education; Secondary Education; Vocational Education; World Problems
IDENTIFIERS- *European Community

This theme issue focuses on skills and qualifications in future world markets in general and in the Single Market within the European Community (EC). The first two articles are "Anthropocentric Production Systems: Advanced Manufacturing is Based on Skilled People" (Werner Wobbe) and "New Skills or a New Concept of 'the Job'"? (Enrique Retuerto de la Torre). Two interviews follow, one with Alain d'Iribarne, the creator of a French jobs directory, and Juergen Allesch, who provides advice and technical support to German small and medium-sized enterprises. Other articles include the following: "Jobs, Skills, and Training Needs in Spain" (Jose Manzanares Nunez); "Description and Classification of Qualifications" (Laszlo Alex); "The Nature of Skills: Their Specific Features and Their Analysis" (Olivier Bertrand); "What Do We Mean by Skills?" (Mateo Alaluf); "New Educational Strategies for Moulding Our Future" (Sergio Bruno); "Qualifications: A Social Construct" (Jacques Delcourt); "Steps in Constructing Statistical Comparisons of Stocks and Flows of Certificated Vocational Skills in the UK (United Kingdom) and Other EC Member States" (Hilary Steedman); "Evolution of Qualifications" (Burkart Sellin); and "Training and the Labour Market: The Use of Data for Decision-Making" (Jose Rose). Twenty-one pages of information sources, organized by 11 sponsoring organizations, are provided. These include annotations of print materials; information and addresses and telephone numbers of organizations, networks, information sources, and projects; and updates on research in progress. (YLB) accessible repository of frequently requested information existed. There was electronic access to a subset of information, but users were charged for service and had to pay startup and/or annual fees. A prototype EICS demonstrated needed information and communication-based services in a simple and user-friendly manner. The prototype had the following characteristics: was extremely flexible; required no programming to set up new databases and bulletin board systems; ran on a personal computer; could be accessed via standard telephone lines; required little maintenance; and provided electronic access to literacy-oriented databases primarily on a fixed cost basis. The prototype was demonstrated to literacy providers with positive results. (Appendixes include the needs assessment instrument, descriptions of existing information centers/systems, prototype EICS user's guide, and procedures for setting up a new application.) (YLB)

ED 346 331   CE 061 429

Douthitt, Frieda
Developing the Work Ethic through Vocational/Technical Education.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; Cultural Influences; Goal Orientation; Moral Values; Occupational Aspiration; *Parent Influence; Social Values; Television Viewing; *Vocational Education; *Work Attitudes; *Work Ethic

How can vocational and technical education teach the work ethic to a new generation of workers? Interviews, a literature review, and a survey of three groups (vocational and college preparatory students, and entry-level workers) examined work attitudes. Research supported three conclusions: there is agreement on traditional work ethic attributes but today's workers have a smaller share of these attributes; the work ethic is acquired from infancy as a byproduct of one's home environment and the schools have done a poor job of teaching it; and vocational-technical education can teach the work ethic. The traditional definition of work goes beyond material output and reward. Today's employers are concerned with employability skills whereas employees focus on material values. The ethic is either in decline or in transition. Critics blame television viewing and low parent/student expectations for not learning the work ethic at home. Vocational education offers reasons to build pride through accomplishment: it endorses the creative urge, it offers real world experience, and it is a return to teaching values. Three recommendations can assist vocational educators in teaching the work ethic: higher expectations and greater realism, more use of physical facilities, and planning and public relations. (31 references) (NLA)

ED 346 332   CE 061 431

Hollenbeck, Kevin; And Others
Implementation of the JOBS Program in Ohio: A Process Study. First Annual Report.
SPONS. AGENCY- Ohio State Dept. of Human Services, Columbus.
PUB DATE- Mar 90
NOTE- 183p.; For related reports, see CE 061 432-433.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

workplace. "Introduction" (David Bedford, Evelyn Ganzglass) discusses the issues identified in the first phase of the governors' initiative on Excellence at Work and outlines a state action agenda. "State Strategies for Manufacturing Modernization" (Brian Bosworth) provides a framework for considering state government policies to encourage modernization among small and medium-sized manufacturing companies and promotes a review of state policies and programs for helping train workers and managers. "State Strategies for Building Market-Based Workforce Preparation Systems" (Robert Sheets, David Stevens) argues that the challenge for states in the 1990s is to refine and integrate the use of various performance standard systems and other related market incentives into comprehensive market-based workforce preparation systems. "The Flexible Workplace: Implications for State Employment Policy and Regulations" (Barney Olmsted, Stephen Trippe) discusses the changing relationship between employers and employees and the demands of workers for more flexible working conditions to accommodate family and other responsibilities. "Health Benefits in a Changing Economic Environment" (John Luehrs) discusses the ways in which concerns about health care delivery and financing have affected the U.S. workplace. An index is provided. (YLB)

ED 346 350 CE 061 489

Tipton, Grant M., III; And Others
Professional Forester Perceptions of the Value of Forestry
  Education in High Schools. Journal Paper No. J-14499.
PUB DATE- Jun 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Conservation (Environment); Conservation Education; Curriculum Evaluation; Environmental Education; *Forestry; Forestry Occupations; High Schools; Lumber Industry; School Business Relationship; *Secondary School Curriculum; *Values
IDENTIFIERS- *Oregon

Perceptions and values of Oregon professional foresters on components of forestry education were evaluated. Three objectives guided the study: (1) the importance foresters place on incorporating forestry education in school curriculum; (2) foresters' opinions about agency involvement in schools; and (3) the value foresters place on forestry instruction in secondary school curriculum. A survey instrument was developed to collect information relative to the three objectives on: forest education perceptions, forest education solutions, high school instructional units, and demographic information. The study population was composed of 600 full members of the Oregon Society of American Foresters; 400 usable responses were analyzed. Five major findings pertained to study objectives: (1) forestry education should be infused into school curricula; (2) there was no adequate forestry education on environmental issues; (3) foresters should promote forestry education; (4) the timber industry's involvement in forestry education is poor; and (5) priority should be given in addressing forest ecology/forest management. (Twenty references and three appendices are included: the survey instrument, respondent demographics, and findings tables.) (NLA)

ED 346 351 CG 021 654

of the report, which includes information on staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. Included is information on attendance and dropout rates, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. It is noted that Project BASICS was fully implemented and that students received guidance for furthering their education and for career enhancement; that the project met its objectives for English as a second language, staff development, curriculum development, and parental involvement; that it met its objectives for content area subjects in mathematics and social studies but not science; that it failed to achieve its objectives for attendance and dropout prevention; and that it met two career development objectives but did not provide the data necessary to evaluate a third objective. A case history concludes the report. Data for the profile are described in the appendix. (NB)

ED 346 370   CG 024 277

Sarnecki, Thomas G.
Organizational Guidelines for Establishing a Core Team To Deal with Alcohol and Drug Abuse: In a High School.
PUB DATE- 92
NOTE- 152p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Alcohol Abuse; Drinking; *Drug Abuse; High Schools; *High School Students; Intervention; Prevention; *Teamwork

A practicum was designed to organize a drug prevention/intervention program for high school students. Goals of the practicum were to organize a core team to address alcohol and drug prevention/intervention strategies; to assist staff members in recognizing early warning signs of potential substance abusers and at-risk students; and to develop an effective referral system for students suspected of alcohol or drug use. A 2-day inservice workshop was conducted for staff members to make them aware of the core team and substance abuse counselor's roles and responsibilities in addressing substance abuse problems. A handbook was developed that focused on intervention procedures for students identified as drug and alcohol users, prevention of alcohol and drug use, objectives of an alcohol and drug awareness program, student drug policy, referral to community programs, and referral guidelines. This practicum was successful as verified by the adoption and implementation of eight objectives. An indirect outcome of the practicum was the enlistment of the University of South Florida's "SAFE TEAM," a drug prevention/intervention grant program to assist all high schools in the author's county with a training program to develop peer teams to help fight drugs. Fifteen appendixes contain: a Self-Reporting Rating Scale; pre-test and post-test results of the scale; survey results of student assistance program models; description of the teacher/counselor student assistance program inservice; student referral form; letter to parent; high school officer's classroom presentation list; attendance and activity reports, contacts with media; list of media center's substance abuse education/prevention video; a list of ways to identify high-risk substance users, grades 9-11; and core team logo. (Contains 100 references) (NB)

Adjustment and control subjects (N=32) were sophomore, junior, and senior students registered for a psychology course who had not had a previous or concurrent course in human sexuality. Pretest and posttest administrators of the Kite and Deaux Homosexuality Attitude Scale were used to determine attitude change as a result of the educational unit. The students in the experimental group saw films of interviews concerning bisexuality and homosexuality, read the chapter in their book regarding homosexuality, and heard a lecture on homosexuality. Each student was given an informational pamphlet on homosexuality and Christianity. An ordained minister also visited the experimental group. The control group received no unit on homosexuality. They were presented with information regarding personality and adjustment psychology or some other general topic. Results indicated that students who received the presentation developed more positive attitudes toward homosexuality, as compared to the control group. Those students with gay friends had the most positive attitudes toward homosexuality of any of the groups of the entire sample. (ABL)

ED 346 389 CG 024 298

Weathers, Pamela L.; And Others
Mail Survey Research in Counseling Psychology: Current Practice and Suggested Guidelines.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Mail Surveys; *Research Methodology; Validity
IDENTIFIERS- *Counseling Psychology

A review of the literature identified factors and methods that affect survey response rates. A set of procedures was identified as having varying degrees of positive impact on return rates to mail questionnaires (e.g., prenotification, personalization of the cover letter, inclusion of university sponsorship of the research, i.e., letterhead, and inclusion of the date when the actual questionnaire would be mailed). A worksheet was developed to summarize and critique the specific research methods employed by investigators conducting mail surveys as reported in the Journal of Counseling Psychology (JCP) from January 1980 through December 1989. Forty studies using mail survey procedures were identified. Each of the articles was reviewed to gather detailed information about specific procedures used in the study. To better understand how researchers actually conducted their studies, a questionnaire was developed to ascertain if (and how) various survey design procedures were used. Thirty-one authors, representing 34 JCP studies, completed surveys for a response rate of 85%. Only two of these studies referred to mail survey methodological literature to support design considerations. Counseling researchers appear to rely upon professional custom, not empirical research, when designing mail surveys and this circumstance makes these studies vulnerable to internal and external validity criticisms. The results of this study indicate that counseling researchers need to continue to incorporate empirically-based mail survey methods into studies, thereby enhancing the internal and external validity of their studies. (ABL)

ED 346 390 CG 024 299

Caldwell, Susan Anne

perceive outgroup members as being different from ingroup members and homogeneous in their own attitudes and behavior; and perceive ingroup members as similar to one another, but possessing a variety of opinions and behaviors. Memory for ingroup and outgroup members' behaviors is influenced by expectancies generated by social categorization. This study examined the effect of social categorization on memory for attitudes of ingroup and outgroup members. College students (N=39) were assigned to a group affiliation based on an arbitrary criterion and were informed that the other person in the study was in their group, the other group, or given no group affiliation for the person. Subjects were given an attitude profile of the person constructed to contain an equal number of similar and dissimilar attitudes to their own. The results of a free recall task indicated that subjects recalled both similarities and differences about ingroup members, but remembered only differences about outgroup members. These findings suggest that social categorization affects the encoding of information which leads to a differential recall effect. (Author/NB)

ED 346 408 CG 024 317

Seligson, Anne Glinert
The Fallacy of Victimization in the Treatment of Sexual Abuse.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; *Childhood Needs; *Child Role; *Counseling Techniques; Family Relationship; Incest; *Sexual Abuse; Theories; *Victims of Crime

Object relations theory offers the most viable explanation of the dynamics of sexually abused individuals by allowing for the conceptualization of an individual, whose earlier object relations left him barren, lonely, or neglected, as having a predisposition or vulnerability to abuse. Children with adequate nurturing experiences react negatively when confronted with sexual exploitation. Children suffering early deprivtion may respond to the sexual situation as a means of satisfying needs other than erotic ones through the sexual channel. In examining how molestation affects development, it appears that children having some control over the adult in the sexual activity develop a precocious sexuality, an exaggerated sense of their own sexual power, and a corresponding lack of esteem for adults. Treatment of abuse victims tends to involve blaming the perpetrator and clearing the child of culpability, strategies that may leave the child with a sense of loss of mastery. Emphasis on the erotic exploitation of the individual is inadequate and belies the complexity of the situation. If the focus is enlarged from the sexual aspect to the inclusion of the child's unfulfilled needs and abandonments, a more complete picture is obtained. To formulate treatment in terms of the child's disappointment and betrayal rather than in terms of the culpability of the perpetrator makes the child the star. (NB)

ED 346 409 CG 024 318

Child Abuse: Procedures for Reporting Suspected Child Abuse.

adult patients revealed that schizophrenics attempted suicide less but subsequently completed it more than other psychotics and nonpsychotics, giving schizophrenics a higher rate of completions to attempts than the other two diagnostic groups. Female patients generally attempted suicide more than did male patients, while male patients completed suicide more than did female patients. Suicide attempters were younger than nonattempters only in the nonpsychotic group. Suicide attempters were significantly more highly educated than nonattempters only for the nonpsychotic group. Suicide completers were generally more likely to have never married than were suicide attempters; had lower social competence and greater drug abuse than either attempters or nonattempters; and showed a trend toward more alcohol abuse than nonattempters. Finally, attempters generally showed better premorbid functioning than did nonattempters or completers. (NB)

ED 346 428 CS 010 945

Mortensen, Peter L.
Literacy and Regional Difference: Problems with the Invention of Appalachia.
PUB DATE- 20 Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Census Figures; *Educational History; Fiction; *Literacy Education; Local Color Writing; Newspapers; *Politics of Education; *Regional Characteristics
IDENTIFIERS- *Appalachia; *Kentucky

The Appalachia that many metropolitans claim to know was discovered or invented between the Civil War and World War I. The idea of the Appalachians as impoverished, illiterate, and in desperate need of moral, economic, and educational uplift disseminated during those years was, in fact, a creation of the urban imagination; hence, discourse on Appalachia reveals more about urban preoccupations than about social conditions in the mountains. Local color fiction about turn of the century Appalachia is premised on the myth that literacy is a basic human right necessary for productive citizenship and fulfilling lives. After 1890, popular monthlies used "official" illiteracy rates to stigmatize the South. To attract Northern capital, Lexington, Kentucky's growing middle class needed to appear to be addressing illiteracy. A program of adult education and a Kentucky Illiteracy Commission were created. Newspaper coverage of those developments and of a statewide "Illiteracy Week" designated in 1914 to promote the commission's initiatives was phenomenal. The commission ceased to exist in 1920, without achieving its goal of ending illiteracy in Kentucky by that year. The experience challenged the literacy myth. Throughout the campaign, Lexington had used Appalachia as an example of the harm of illiteracy. Appalachia did, in fact, become more literate through industrialization, but that increase in literacy did not produce greater prosperity for the region's residents. (Twenty-one references and three exhibits are attached.) (SG)

ED 346 429 CS 010 950

interviews with staff responsible for administration of summer reading programs from 16 selected Virginia school divisions were conducted. A review of state and local regulations related to such programs was undertaken. Results indicated that: (1) a majority of Virginia school divisions used summer programs for remediation and other purposes; (2) program enrollment remained voluntary, yet a high percentage of eligible students enrolled statewide; (3) participation and attendance varied among school divisions; (4) many school divisions offer reading programs at no cost and provide transportation for students at risk; (5) summer reading programs frequently provided teachers and students the opportunity to experience new instructional methods; (6) no conclusions were drawn regarding the academic benefits of summer reading programs; and (7) instructional quality would be significantly compromised in the absence of state funding. Recommendations include that: summer programs for students at risk should continue to be supported at the state and local level; funding for increased instructional time for students at risk should be continued and expanded where appropriate; and the use of summer programs as a staff development opportunity should be supported. (One figure of data is included; the text of House Joint Resolution 423, and interview findings related to incentives and barriers to attendance and instructional methods used in summer programs are attached.) (RS)

ED 346 448 CS 010 972

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1990 to June 30, 1991.
PUB DATE- 92
NOTE- 243p.; For previous year's summary, see ED 333 348.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Reading Tests; *Teacher Education
IDENTIFIERS- Reading Management

This annotated bibliography summarizes approximately 600 reports of reading research identified between July 1, 1990, and June 30, 1991. The research studies described in the book are categorized into six areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. Studies in the book are subcategorized under five of the six main categories (category 1 is the exception since it consists of general reviews only), and within any one subcategory appear a number of loosely related studies. The majority of studies reported are in the physiology and psychology of reading area and the largest subdivisions within that category are (as in the past), Comprehension Research and Factors Related to Reading Disability. A list of journals monitored and an author index conclude the document. (RS)

ED 346 449 CS 010 973

Kaiser, Susan
A Comparison of Performance on the California Achievement Test Administered Mid-Year between Students of Native Spanish

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Freshman Composition; Higher Education; *Instructional Effectiveness; Program Descriptions; Program Evaluation; Special Needs Students; *Student Placement; Testing Programs; *Test Reliability; *Writing Evaluation; Writing Research
IDENTIFIERS- *Large Scale Writing Assessment; *Rochester Institute of Technology NY

Every year approximately 1,300 first-year students at the Rochester Institute of Technology complete a 50-minute placement essay during summer and fall orientations. The essays are scored holistically, and the students are placed into one of three levels of an English composition course. At the end of the 10-week quarter of instruction, students take an exit exam which is rated as either "passing" or "incomplete." International students take the same placement exams, but their essays are graded by instructors knowledgeable in English as a Second Language. The results are used for placement in English composition and for referrals into second language instruction. Learning disabled students are allowed to take their exams in the most appropriate environment and may use a word processor. Deaf or hearing impaired students (approximately 293 undergraduates in academic year 1991-92, once they are placed into English composition, have the option of enrolling in a section restricted to deaf students, or taking the course with hearing students and using the services of an interpreter and notetaker. In 1990, placement and exit exams of 120 randomly-selected freshmen were holistically and anonymously scored. Results indicated that: (1) the majority of students demonstrated improved writing skills after the course; (2) placement and exit tests can be accepted as valid; and (3) the holistic exams used can be considered reliable. (RS)

ED 346 467 CS 213 381

Stayter, Francine Z.; Close, Elizabeth A.
Journeying towards Collaboration: Back Roads, Fast Lanes, Detours, and Ever-Moving Horizons. Report Series 6.6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Research; Cooperation; *Critical Thinking; English Instruction; Higher Education; Junior High Schools; Language Arts; *Literature; Skill Development; Thinking Skills
IDENTIFIERS- *Collaborative Research; *Teacher Researcher Relationship

Two teachers (a seventh-grade Language Arts teacher and a university researcher/reading instructor) participated in a collaborative effort to understand the ways in which literature could be used to develop critical thinking in secondary school English classes. The two were part of a group of teachers and researchers working together to develop alternative approaches to instruction to foster literary understanding while examining the effects of that instruction on student thinking strategies, a project carried out under the auspices of the Center for the Learning and Teaching of Literature at the State University of

IDENTIFIERS- *British National Curriculum; *England; Great Britain

American educators can learn a great deal from monitoring the educational changes taking place in England as the British model for a national curriculum is put into practice. This curriculum, mandated by the Education Reform Act of 1988, is being phased into the schools on a multi-year schedule, with complete implementation scheduled for 1995. The curricular areas of science, math and English were designated as core subjects, to constitute the major focus of instruction in the first 6 years of school. The term "foundation subjects" refers to the three core subjects as well as geography, history, technology, art, music, physical education, and modern foreign languages. While each of the foundation subjects is mandated, the method of instruction is not, and it is further recognized that a complete curriculum will go beyond the designated foundation subjects to include other areas. Each of the foundation subjects is articulated in the national curriculum in a series of Attainment Targets (broad objectives), and each Attainment Target is divided into 10 levels of attainment. Each of these is in turn defined by a series of statements of attainment, as demonstrated in examples from the Reading Attainment Target. The National Curriculum Council has provided both in-service guidelines and specialists in curricular change to the schools. After initial apprehension, teachers' informal reaction thus far seems to be one of relief. (SR)

ED 346 485 CS 213 404

Wagner, Julia
Glamour and Spelling: Reclaiming Magical Thinking in the Composition Classroom.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Discourse Modes; Higher Education; Language Attitudes; Language Role; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Magic

It is a good thing to demolish "magical thinking" if it refers to the view of language for which words have fixed, inevitable meanings. Words are often deprived of their meanings and reduced to verbal noises, producing involuntary responses like knee-reflexes. Various critics have discussed and written about the magical aspects of language, including the hold that the oppressor has on the oppressed through language. On the other hand, true magic consists of those rare moments when to speak, to know, and to beget-create are one. The evolution of the words "glamour" and "spelling" indicates the attempt to manage the inherent tension in language between logic and magic by cutting the two tendencies off from one another. (Two of the meanings of "spelling"--casting spells and ciphering letters--are etymologically related and "glamour," a magic spell or bewitchment, is related to "grammar.") Class assignments (such as asking students to dismantle a word, write about it, and create a new word; or having students make and wear masks representing themselves as students next assume another mask and character most opposite to their own and then change their writing in response to what they learned) can produce small instances of magic. In short, writing instructors should

consisting of 100 line drawings of noun objects familiar to both children and adults, is simple to administer and score, and takes approximately 6 minutes to complete. The test is designed to be culture free, and provides diagnostic and performance information for students with English as a second, main, or foreign language. The complete test kit includes the spiral-bound test book of 100 laminated pictures, 25 response forms, and the manual (with details of administration and scoring instructions, tables of response types and reference group data, and sample response sheets). (SR)

ED 346 504 CS 213 442

Marantz, Sylvia S.
Picture Books for Looking and Learning: Awakening Visual Perceptions through the Art of Children's Books.
PUB DATE- 92
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Childrens Literature; Class Activities; Elementary Education; Elementary School Students; *Illustrations; *Picture Books; *Visual Perception
IDENTIFIERS- Aesthetic Response; Artistic Evaluation

This book is intended to help teachers and librarians introduce elementary school students to the concepts and aesthetics of art appreciation using some of the best picture books available. The book analyzes the artwork of more than 50 award-winning picture books from cover to cover, and shows teachers and librarians how to discuss the art of each book with students. The book's first two chapters describe the physical elements of a picture book, including art media used and design techniques, and how these elements are, in themselves, art. Chapter 3 examines 12 books for preschool through kindergarten; chapter 4 analyzes artwork in 14 books for kindergarten through second grade; and chapter 5 studies 21 books for grades 2 through 4. Many of the analyses in these chapters include art and comparison activities for students, and each chapter is followed by a bibliography of sources. Three appendixes cover other cultures in recent picture books, picture books for experienced evaluators, and additional resources for looking and learning. (SR)

ED 346 505 CS 213 443

Bowman, Joel P.; Branchaw, Bernadine P.
How To Write Proposals That Produce.
PUB DATE- 92
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; Grantsmanship; Higher Education; Layout (Publications); *Program Evaluation; *Program Proposals; *Proposal Writing; Technical Writing; *Writing Processes; *Writing Strategies
IDENTIFIERS- Writing Contexts

Intended for use by practitioners in the private and public sectors as well as by students, this book emphasizes writing sessions or blocks plus lunch, usually with six simultaneous sessions offered in each block. It involves careful planning and sincere cooperation between the university's Communications Department and local commercial media companies (consisting of Cleveland's major daily newspaper, and a major local television station and radio station), who recognize its potential and who benefit from the association. The university, in turn, is able to acquaint a large number of area students with the campus and its programs. (SR)

ED 346 524 CS 507 845

Richardson, Larry S.
Competing Academic Priorities and the Director of Forensics: Do We Need a Broader Definition of Scholarship?
PUB DATE- 1 Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Faculty Development; *Faculty Evaluation; *Faculty Workload; Higher Education; *Scholarship
IDENTIFIERS- Boyer (Ernest L); Debate Coaches; *Forensic Directors

The status of debate coaching as a career is on the decline. Conflicting priorities create tension between the roles of professor and director of forensics (DOF). One major problem is the academic expectation for an active life of scholarship, juxtaposed with the time-consuming demands of intensive work with the undergraduate forensic program in a competitive environment. Previous recommendations for resolution of this contradiction, which have been offered at conferences since 1974, have not been followed. Ernest L. Boyer's four-part definition of scholarship, which includes discovery, integration, application, and teaching, corresponds closely with the values of those involved with forensics programs. Boyer's concept of a creativity contract between faculty members and colleges also ties in with forensics. Such a contract could define the DOF's role in service, teaching, and scholarship, and be useful for both the individual professor and institutional goals. By adapting expectations to the individual, the DOF can integrate activities in teaching, scholarship, coaching, and service into a meaningful career line. Such an integration has considerable potential for forensic professionals' intellectual actualization. (SG)

ED 346 525 CS 507 847

York, Michael W.; And Others
Nonverbal Portrayal of Interpersonal Roles.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; Interpersonal Competence; *Nonverbal Communication; *Personality Traits; *Role Playing; *Sex Differences

continues to be used as a managerial tool in the guise of a professional development process to coerce teachers into doing the work of economic reconstruction, then teachers' rejection or neutralization of the process is an expected response. (LMI)

ED 346 545 EA 023 753

Randall, Ruth E.; And Others
Interface between Global Education and Multicultural Education.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; Educational Development; Elementary Secondary Education; *Global Approach; *Holistic Approach; *Interdisciplinary Approach; *Multicultural Education

Today global education and multicultural education are vital as all countries in the world face complex issues in economic, political, and social interdependence. This paper examines the interface between global education and multicultural education as a potential answer of how to prepare students for effective participation in a culturally diverse society within the context of a interdependent world. This interface is explored through anthropological, historical, economic, and geographical perspectives, with attention to junctures and disjunctures between the two approaches. The anthropological perspective particularly offers strength to both multicultural and global education because it emphasizes holistic study of people and cultures, comparative study, and cross-cultural approaches and methods. Both multicultural and global education value multidisciplinary approaches and increased understanding of tolerance and diversity. Educators at all levels involved in both teaching and learning must have appropriate knowledge bases, instructional approaches, and assessment strategies grounded in both multicultural and global education. (69 references) (RR)

ED 346 546 EA 023 859

Renchler, Ron
Urban Superintendent Turnover: The Need for Stability.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Board Administrator Relationship; Dismissal (Personnel); Elementary Secondary Education; Job Satisfaction; *Labor Turnover; Leadership Training; *Occupational Mobility; *Politics of Education; Public Schools; Quality of Working Life; *Superintendents; Supply and Demand; *Urban Schools

In July 1991, 20 superintendents, who are members of the Urban Superintendents' Network, a coalition of educational leaders sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), participated in a special panel presentation and roundtable discussion entitled "Turnover in the Urban Superintendency: Implications and Ideas for Change." Reporting on the following issues raised and multiparadigm approach for educational administration. Such an approach compensates for the limitations of individual theories and acknowledges multiple ways of knowing. The third section briefly provides examples of the ways in which each paradigm can inform practice and theory. Critical theory and feminist poststructural theory offer the promotion of social change and empowerment. The summary argues that feminist poststructural theory is useful because it includes the subjective and affective, offers multiple approaches to and the inclusion of the identity of all persons, and appreciates contradiction and complexity. One table outlines feminist poststructural theories in terms of subjectivity, language and discourse, power, and common sense. (51 references) (LMI)

ED 346 566 EA 023 987

Boyd, Bill; And Others
Impacts of Interagency Collaboration on Participating Organizations.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Human Services; Intergroup Relations; Organizational Change; *Program Effectiveness; *School Community Relationship; Shared Resources and Services
IDENTIFIERS- *Colorado

Issues in interagency collaboration and the experiences of a collaborative effort in a rural, economically depressed county of Colorado are discussed in this paper. The first section reviews the concepts of cooperation and collaboration as they relate to interagency activities and offers a literature review. The second section presents the findings of three studies that investigated the impact of collaboration on organizations and individuals that participated in the Center Project, a Leadville, Colorado, collaborative effort that provided human services to address the problems of at-risk children and children from economically depressed families. Data for each ethnographic study were derived from document analysis and interviews with key agency members and participants. A primary outcome was improved support for families. However, perceptions of school personnel contrasted with those of agency representatives, which suggests that boundaries among organizations were not reduced. From the school-level view, the project may be one of "cooperation" among community agencies rather than one of "collaboration." The findings suggest that collaboratives may have a greater impact on the individuals involved than on the participating organizations. Recommendations are made to involve affected personnel at all stages of planning and implementation, help people adapt to change, and address resource concerns. (29 references) (LMI)

ED 346 567 EA 023 988

Goldman, Paul; Chang, Derray
The Consequences of Role Conflict and Role Ambiguity among Junior High School Administrators in Taiwan.

include the attributes of instruments, the context in which assessment occurs, and endogenous variables. The final part suggests an improvement strategy based on a more systematic analysis of the underlying structural logic of policy examples and the development of a synthesis of policy instrument classifications and their characteristics. Conclusions are that many policy failures can be traced to flaws in the instruments of government and in policy design. The new approach should concentrate on the generic tools of government action rather than on individual programs. Six figures and two tables are included. (88 references) (16 endnotes) (LMI)

ED 346 587 EA 024 022

Goldman, Paul; Smith, Neil S.
Portrait of a Successful Educational Innovation: British Columbia's Program for Quality Teaching.
PUB DATE- Jun 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Canadian Association for Studies in Educational Administration (Kingston, Ontario, Canada, June 2-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; Organizational Change; *Organizational Climate; Peer Influence; *Professional Development; *Social Structure; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *British Columbia

Educational organizations, particularly elementary and secondary schools are deeply institutionalized and notoriously resistant to change. British Columbia's "Program for Quality Teaching" (PQT), an innovative professional development program based on peer consultation, is described and analyzed in this paper. A portrait of PQT's 5-year history and outcomes is presented next. Data were derived from personal experience, archival analysis, a survey of all 79 first-year participants, and 75 interviews with teachers. The factors for the program's effectiveness and growth are analyzed. Based on Bolman and Deal's (1984) discussion of "organizational frames," it is suggested that the nature of PQT allowed boundaries between frames to be overlapped. Speculation on PQT's lessons for organizational change in education is provided. A conclusion is that PQT fulfilled multiple needs for teachers, schools, and administrators by enhancing teachers' professional identity, growth, and recognition; bypassing labor relations issues; and creating a visible, shared product. However, because the innovation cannot easily confront the bureaucratic structure without affecting the symbolic, political, and human resource domains, it remains a program for individual rather than system change. (11 references) (LMI)

ED 346 588 EA 024 023

Lyons, James E.
Guidelines for New Principals.
PUB DATE- May 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

health, positive school attitudes, academic accomplishment, and benefits to disadvantaged students. In general, the principles of nongradedness offer a holistic approach that focuses more on the classroom, while the correlates of effective schools provide a strategic approach that emphasizes school management. Despite the differences, the two movements are compatible in their shared goal of improving students' performance. The principles of nongradedness use a different language and are more specific. One table outlines the principles of nongradedness. (12 references) (LMI)

ED 346 609 EA 024 059

Anderson, Jonathan, Ed.
Education for a Sustainable Society. Papers presented at the National Conference of the Australian College of Education (31st, Canberra, 1991).
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Foreign Countries; *Futures (of Society); *Global Approach; International Cooperation; Literacy; Politics of Education; *Quality of Life; *Role of Education; Science and Society
IDENTIFIERS- *Australia

The chapters in this book, developed from presentations made at the Annual Conference of the Australian College of Education in Canberra, explore the theme of a sustainable society and the role of education. In the first part, five writers explore the meaning of "sustainable society." Sir Ninian Stephen, Ian Lowe, and Janet Hunt argue that sustainable development is the most important item of the political agenda and that education's crucial task is to alert the collective national consciousness. Mandawuy Yunipingu and Miriam-Rose Ungunmerr-Baumann elaborate by drawing on past lessons that offer a message of hope. In part 2, Cherry Collins and Josefa Sobski examine the role of education in shaping attitudes and modelling good environmental practice. Prominent Australian educators--Susan Ryan, Frances Christie, and Barry Dwyer--move from the present to the future in the third part. All contributors agree that education for a sustainable society is a major responsibility for schools, TAFE colleges, universities, and all educators. (LMI)

ED 346 610 EA 024 060

Rust, Val D.
Nonequilibrium Theory: Implications for Educational Systems Undergoing Radical Change in Eastern Europe.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Annapolis, MD, March 13-16, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Theories; Elementary Secondary Education; Foreign Countries; *School Restructuring; *Social Change; Social Structure; *Social Systems; *Social Theories

IDENTIFIERS- *University of Nebraska Lincoln
The report documents third year activities of the Educational Center for Disabled Students serving college students with a broad range of both physical and learning disabilities at the University of Nebraska-Lincoln. Center goals include improving student academic performance and attitudes through the use of computer technology and academic skills training, establishing the Center utilizing appropriate computer equipment and software, and disseminating model project information. Major third year activities focused on continued evaluation of Center activities and outcomes and development of replication materials. Specific achievements were: (1) development of a formal assessment methodology for assessing educational and technological needs of disabled students; (2) component evaluation of Center technological, skill training, and adaptive interventions; (3) development of resource materials for technology and software vendors; (4) expanded program evaluation through expanded student and staff logs; (5) presentations and papers focused on replication oriented materials; (6) development of formal papers covering Center assessment techniques, intervention methodology, and evaluation results; (7) increasing business community dissemination; and (8) development of a replication booklet. Appendixes include planning documents, assessment instruments, suggested intervention strategies, a bibliography of information sources, and an inventory and vendor list. (DB)

ED 346 629 EC 220 574

Rehabilitation in Asia and the Pacific, 1988.
PUB DATE- Jun 88
NOTE- 195p.; Prepared by the Regional Committee for Asia and the Pacific Region of Rehabilitation International.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Delivery Systems; *Demography; *Disabilities; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; Incidence; Legislation; Preschool Education; Public Policy; *Rehabilitation; Social Services; *Special Education; Trend Analysis; Welfare Services
IDENTIFIERS- *Asia; Australia; Bangladesh; China; Hong Kong; India; Indonesia; Japan; Korea; Malaysia; Nepal; New Zealand; *Pacific Region; Pakistan; Philippines; Singapore; Thailand; Western Samoa
The current state of rehabilitation for persons with disabilities in the Asia and Pacific Region is outlined in a series of national or regional descriptions. The descriptions focus on such aspects as the incidence of disabilities, education, demographic and economic factors, attitudes, government policy and initiatives, non-government initiatives and organizations, trends or movements, general and disability-specific rehabilitation services, public and private cooperation, professional personnel and training, priorities and issues, and planned action. Descriptions are given of rehabilitation in Australia, Bangladesh, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, Singapore, Thailand, Western Samoa, and governments and postsecondary institutions of the Western Pacific Region. (MSE)

ED 346 630 EC 221 744

Marcus); "Career Development and the Gifted Student" (Rebecca Dedmond); "The Career Orientation and Planning Profile" (James Carr); "The Career: Introduction to the World of Work" (Jody Hess); "The Gifted in Search of a Career" (Mary Meeker); "A Career Awareness Unit for Sixth Grade GATE Students" (Mary Ann Price); "Gifted Students are at Risk Too" (Gail Hanninen et al.); "Career Planning for Gifted and Talented Youth" (Barbara Kerr and Connie Belin); "T

ED 346 650 EC 301 262

Hess, Jody, Ed.
The Arts as a Resource.
PUB DATE- Jun 91
NOTE- 41p.; For the complete volume, see EC 301 261.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; *Art Education; *Creativity; Educational Practices; Elementary Secondary Education; Enrichment Activities; *Fine Arts; Gifted; Interdisciplinary Approach; Music Education; Private Schools; Program Development; Public Schools; Spatial Ability; Special Schools; Summer Programs; *Talent; Talent Identification; Teaching Methods; Visual Arts
IDENTIFIERS- California

These 12 articles focus on the theme of the arts in gifted education and nurturing artistic talent in the schools. "The California State Summer School for the Arts and Some Thoughts on Advocacy for Arts Education" by William Cleveland describes a program for artistically talented high school students and proposes a workshop based advocacy strategy. "Improving Art Education: The Getty Program" (Leilani Lattin Duke) describes the discipline based art education program of the Getty Center for Education in the Arts (California); "Five Proven Ways to Incorporate Art in Every Classroom" (Jerry Chris) offers teaching strategies such as character analysis and artist roleplay. "Fullerton Arts Program Helps Identify Talented Students" (Lauralyn Eschner) describes a program based on collaboration among the community, artists, and the school district. "The Arts: Of, By, and For Gifted and Talented Students in Garden Grove" (Jean Drum) describes a program offering intermediate and secondary students experiences in drawing, painting, photography, video, and music. "Conservatory of Fine Arts in the Los Angeles Unified School District" (Sheila Smith) describes a Saturday university-based program for students in grades 3 through 12. "Pageant of the Arts: An Integrated Arts Program" (John Blaydes) suggests how the study of various art styles and artists can be integrated with academic content. "The Impossible Dream" (James Haslip) recounts how one elementary school placed the arts at the center of the curriculum. "Scholarship and the Arts: The Scholarship Programs for the Gifted and Talented at the Idyllwild School of Music and the Arts" (James Zuberbuhler) reports on this private school's emphasis on the performing and visual arts. "Los Angeles County High School for the Arts" offers a brief program description and eligibility requirements. "Summer Music and Art Sessions" (Marie Walsh) describes a summer seminar, a summer institute, and a music academy of the West. "Teaching Toward Intuition: Waldorf Schools" (Dennis Klocek) presents the philosophical basis of the Waldorf art education program. "Show Me: Recognizing Spatial Intelligence" (M. Fleming and V. Blake) offers specific suggestions for identifying and teaching spatially gifted students. (DB)

Legislation; *Individualized Education Programs; Meetings; School Responsibility; *State Standards; Technical Assistance
IDENTIFIERS- Education for All Handicapped Children Act; Education of the Handicapped Act 1970 (Part B); Oregon

This technical assistance paper aims to facilitate the team process for developing Individualized Education Programs (IEP) for students with disabilities. The guidelines provide suggestions for meeting legal requirements related to IEP development and offer recommendations designed to be responsive to parents, useful for educators and students, and manageable in any type of educational setting. Topics covered are: the purpose of an IEP, a suggested outline for the IEP meeting, IEP content requirements (with a sample form), school district responsibility for development of an IEP, when an IEP meeting must be held, who attends the IEP meeting, who may initiate IEP meetings, when the IEP must be in effect, when the IEP should be reviewed or revised, how parent participation is obtained, and an IEP checklist. Appendices contain: (1) an interpretation of the IEP requirements under Part B of the Education of the Handicapped Act, as amended by Public Law 94-142; and (2) answers to questions received from teachers, administrators, and parents. (JDD)

ED 346 669 EC 301 281

O'Brien, John
Getting the Job Done: Learning To Expand the Social Resources Available to People with Severe Disabilities at Work.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Employer Employee Relationship; Employment Potential; Helping Relationship; Interpersonal Competence; *Interpersonal Relationship; Job Training; Needs Assessment; Normalization (Handicapped); *On the Job Training; Resources; *Severe Disabilities; *Social Support Groups; *Supported Employment; Vocational Rehabilitation

Innovators in supported employment for individuals with severe disabilities have made important conceptual shifts by broadening their understanding of the resources that they assess and organize as they assist a person with a disability to do a competent job. There have been two important shifts in the service perspective in evaluating what it takes to get a job done. The first shift has expanded the focus from the person alone to the person plus a skilled coach, and involves assessing the job ability of the person with the assistance of a job coach. The number and variety of jobs developed then depends on the number of staff hours and the training skill of the job coach. The second shift has involved broadening identification of important resources to include not only the person's abilities and the job coach's abilities but the organized capacities of all of the available social resources, including: (1) what family, friends, and staff from other programs involved with the person can do to contribute to job success; (2) what the employer makes available to all employees in order to ensure successful job performance; (3) adaptations

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; *Educational Policy; Elementary Secondary Education; Extracurricular Activities; Federal Legislation; Federal Regulation; *Legal Responsibility; Mainstreaming; Normalization (Handicapped); Special Education; State Legislation; *State Standards; Student Educational Objectives; *Student Placement
IDENTIFIERS- *Texas

These guidelines were developed by a committee of staff members from special education divisions at the Texas Education Agency and comprise a collection of federal and state criteria and regulations concerning placement of students with disabilities in the least restrictive environment. Specific requirements (with legal citations) and criteria (based on a compilation of hearing officer decisions, Office of Civil Rights findings, court cases, and federal government policy decisions) are given for each of six issues recommended for consideration in the decision making process. These address: (1) the primacy of the individual student's education needs; (2) provision of special education services in as integrated a manner as possible; (3) identification of those services which need to be provided in a more restrictive setting; (4) provision for integration with nonhandicapped students in nonacademic and extracurricular activities; (5) consideration of possible harmful effects of a projected placement; and (6) placement, if possible, in the school which the student would attend if not disabled. These guidelines are cross referenced to another document ("All Children Can Learn Together: Suggestions for Least Restrictive Environment") offering teaching suggestions. (DB)

ED 346 689 EC 301 304

All Children Can Learn Together: Suggestions for Least Restrictive Environment.
PUB DATE- Dec 91
NOTE- 30p.; For a related document, see EC 301 303.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Compliance (Legal); Decision Making; *Delivery Systems; *Disabilities; Educational Administration; Elementary Secondary Education; Individualized Education Programs; Mainstreaming; Normalization (Handicapped); Parent Attitudes; Social Integration; Student Placement
IDENTIFIERS- *Texas

This guide offers specific recommendations to Texas school districts concerning the implementation of least restrictive environment (LRE) requirements for students with disabilities. Suggestions are grouped according to six issues recommended for consideration in the decision making process: These are: (1) the primacy of the individual student's education needs; (2) provision of special education services in as integrated a manner as possible; (3) identification of those services which need to be provided in a more restrictive setting; (4) provision for integration with nonhandicapped students in nonacademic and extracurricular activities; (5) consideration of possible harmful effects of a projected placement; and (6) placement, if possible, in the school which the student would attend if not disabled. Suggestions for dealing with four

Russell, Earl B.; And Others
Establishing Cooperating Schools as Model Sites for Student Teaching.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 91
NOTE- 33p.; Final report, August 30, 1990-June 30, 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affiliated Schools; *Agricultural Education; College Programs; Cooperative Programs; *Demonstration Programs; Higher Education; Institutional Cooperation; Instructional Materials; Lesson Plans; Material Development; *Models; *Preservice Teacher Education; Program Development; *Program Implementation; Secondary Education; *Vocational Education Teachers; Workshops
IDENTIFIERS- Illinois State University; University of Illinois

A project developed secondary agriculture programs as model sites to be used to prepare student teachers from the University of Illinois and Illinois State University. During the project, 18 sites were identified and selected through site visits conducted by project staff. Criteria for selection of model sites included the following: (1) the teacher holds an appropriate teaching certificate and a master's degree; (2) the teacher has at least 3 years of teaching experience; (3) at least four agriculture classes are taught each semester, with an enrollment of at least 40 students; (4) the teacher is supportive of student organizations; and (5) the teacher models effective teaching. As a result of the project, increased cooperation and understanding were fostered between university faculty and secondary agriculture teachers. The project delivered the following products: three evening workshops for teachers at model sites and a final session during the state agriculture teachers' conference; copies of two innovative lesson plans for all model sites teachers; and a brochure about model sites that was distributed to all secondary agriculture teachers and student teachers. (Appendices include the following: a list of prospective sites; criteria for site selection; a site visit form; the model sites agreement; a list of model sites; the workshop agenda; a teacher self-evaluation form; pre- and post-assessment forms; and a project brochure.) (KC)

ED 346 239 CE 061 078

Kelly, Janette D.
A Study of Intergenerational Education in Secondary Vocational Programs in Pennsylvania.
PUB DATE- Aug 91
NOTE- 152p.; Ph.D. Dissertation, Pennsylvania State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Administrator Attitudes; Adult Learning; *Adult Students; *Adult Vocational Education; Age Differences; Case Studies; Educational Research; *High Schools; *Intergenerational Programs; Learning Motivation; Program Effectiveness; School Policy; Student Attitudes; Student Motivation; Teacher Attitudes; Vocational Schools
IDENTIFIERS- Altoona Area Vocational Technical School PA; *Mixed Age Groups

initial recruitment; certain individuals were required to attend. The course was held on company time. Learner selection was based on a pretest; 36 were selected. Initial task analysis was conducted with two supervisors and followed up with three workers. Operations with measurements and counting problems were selected as curriculum emphases. Learners were administered pre- and post-tests. Formative and summative evaluations of the program were conducted. It was found that the company was initially very supportive, the attendance factor was the most discouraging aspect, and the classes were not really conducted on company time. (The four-page report is followed by these appendixes: learner data forms and summary; completed learner evaluation forms; and class materials--worksheets, pretests, and review sheets with answer keys; handouts/overhead transparencies; and forms, such as course summary, training plan, attendance sheets, learner evaluation, and supervisor evaluation of employee.) (YLB)

ED 346 257　　　　CE 061 259

Taylor, Marjorie; And Others
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5B: Oregon-Washington Carpenters Employers Apprenticeship and Training Trust Fund--Carpenter Apprentice Program. Shop Math. Instructors' Reports and Sampler Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Mar 92
NOTE- 88p.; For final report, see CE 061 256. Handwritten evaluations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Apprenticeships; Building Trades; *Carpentry; Community Colleges; Cooperative Programs; Curriculum Development; Educational Cooperation; Literacy Education; Material Development; *Mathematics Instruction; Mathematics Skills; Program Development; Program Evaluation; Program Implementation
IDENTIFIERS- Oregon; *Workplace Literacy

Oregon-Washington Carpenters/Employers Apprenticeship and Training Trust, the United Brotherhood of Carpenters and Joiners Local 247, and Associated General Contractors cooperated with Mt. Hood Community College (Oregon) in a workplace literacy program. A drop-in learning center was operated at the Carpenter Training Center to provide support in mathematics to apprentices participating in intensive 1-week construction trade courses. Preapprentices were tested and provided with evening one-on-one tutorial assistance in math as requested. Customized mathematics instructional materials were developed for use in conjunction with job tasks requiring blueprints, calculator use, algebra, geometry, and specific measurement conversions. Student attendance at the center was voluntary and varied from 1 to 6 hours. (The four-page report is followed by supplementary project materials. Appendix I outlines objectives, methods, and evaluation criteria. It also provides information relating to the needs assessment. Appendix II contains summary data on learners. Completed post-program participant survey sheets are provided in Appendix III.

graphic arts technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists the following 20 task areas with subtasks (competencies) for printing and graphic arts technology: employability skills; introduction to the printing industry; paper; clerical administrative support operations; mechanical and creative support operations; pre-press operations; offset press operations; finishing and binding operations; reproduction process operations; estimating operations; graphic design operations; typographical operations; copy preparation operations; line photographic operations; graphic arts halftone operations; color reproduction operations; stripping operations; proofing and platemaking operations; offset operations; and finishing operations. (KC)

ED 346 275 CE 061 284

Business Systems Specialist. Technical Committee Report.
PUB DATE- 90
NOTE- 17p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Business Skills; Competence; Competency Based Education; *Job Analysis; *Job Skills; Occupational Information; Office Automation; *Office Occupations Education; Secondary Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job as a business systems specialist, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and instructional units. The guide then lists the following 25 task areas with subtasks (competencies) for business systems specialists: employability skills; telephone-related skills; mathematical computations; keyboarding/typewriting; filing; business records; communication; information processing; consumer economics; mail handling; reprography; leadership skills; decision making; management activities; dictation and transcription; legal specialty; medical specialty activities; information processing specialty activities; word processing specialty activities; insurance specialty activities; desktop publishing specialty activities; accounting specialty activities; telecommunications specialty activities; data processing specialty activities; and networking specialty activities. (KC)

ED 346 276 CE 061 285

attitudes. However, mothers of students were all found to be predominantly traditional, not nontraditional, as theory would indicate. The findings suggest that counselors should be sensitive to the problems of young women who have nontraditional attitudes, perhaps different from their parents, and they should encourage such young women to pursue their agricultural ambitions. (26 references) (KC)

ED 346 294 CE 061 325

Zastrow, Leona M.
Evaluation of Santa Clara Pueblo Library Literacy Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *American Indian Education; American Indian Reservations; *Library Extension; *Literacy Education; *Outcomes of Education; Program Effectiveness; Small Group Instruction; Tutoring
IDENTIFIERS- *Santa Clara Pueblo NM

A literacy program was developed and conducted through the tribal library for the members of Santa Clara Pueblo (New Mexico). Two library staff members surveyed the community, developed a literacy program, and then implemented it. The program included both individual and group tutoring. The group classes were more successful, with 64 enrollees and only 7 dropouts; 57 students completed most of the classes and 41 students showed gains on posttests, some of them significant. Students also used the library more often, increasing their literacy skills. The success of the group program was connected to the teacher, who had a master's degree and many years of experience in teaching adult students. The individual tutoring program was less successful, perhaps because two of the three tutors had never taught previously. Two of the students volunteered to become tutors when they received training. (The project's needs assessment instrument and a brief course outline are appended.) (KC)

ED 346 295 CE 061 326

Making a Difference: Operational Guidelines for Adult Education Programs Serving JOBS Participants.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Agency Cooperation; Ancillary School Services; Basic Skills; Cooperative Programs; Cooperatives; Economically Disadvantaged; English (Second Language); Financial Policy; Guidelines; High School Equivalency Programs; Job Development; Job Placement; *Job Training; Low Income Groups; Program Administration; *Program Implementation; Remedial Instruction; State Programs; Statewide Planning; *Welfare Recipients; Welfare Services

ED 346 313 CE 061 403

Lusby, Linda A.
Consumer Decision Making in a Global Context.
PUB DATE- Mar 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Consumer Economics; Consumer Education; *Decision Making Skills; Ecology; Ethics; Foreign Countries; *Global Approach; Models; Systems Approach

This document examines the underlying rationale for the development of a global approach in consumer studies. The concept of consumer ethics is discussed and the consumer decision-making process is placed within an ecosystem perspective of the marketplace. The model developed introduces educators, marketers, and consumers to a more global perspective from which theory could consider consumer decisions. This model has as its starting point the commodity, product, or service under consideration; the questions emanating from it raise such issues as the environmental, social, political, economic, and health-related factors that affect the product. In this model, consumer decisions must be seen as a part of a personal and societal system in which all parts are related. An introduction and five other chapters are included: (1) theoretical framework; (2) ethics in consumer decision making; (3) the decision maker from a macroscopic perspective; (4) the consumer decision in a global context; and (5) the global approach to consumer education. Two appendices include: (1) an extensive resource list--48 books, 51 related articles, 8 consumer behavior/resource management texts, 8 audiovisual resources, and 7 other resources; and (2) the consumer education model. (NLA)

ED 346 314 CE 061 404

Quintino, Luisa
The Potential of Distance Education and Training for Small and Medium-Sized Enterprises in the Mediterranean Countries of the European Community. A Report for the Commission of the European Communities--Task Force Human Resources, Education, Training, and Youth.
PUB DATE- Mar 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Distance Education; Educational Planning; Educational Research; Employer Attitudes; Flexible Progression; Flexible Scheduling; Foreign Countries; *Instructional Development; *Job Training; Multimedia Instruction; Needs Assessment; Open Education; Organization Size (Groups); *Small Businesses; Use Studies; *Vocational Education
IDENTIFIERS- *European Community; Greece; Italy; *Mediterranean Region; Portugal; Spain

An evaluation was made of the training needs of the small and medium-sized enterprises (SMEs) in Portugal, Spain, Greece, and Italy and the potential of open, distance, flexible, and multimedia learning to meet those needs. The methodology included contacts with training providers, governmental

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; Economically Disadvantaged; *Employment Programs; Formative Evaluation; Job Skills; Job Training; Labor Force Development; Program Effectiveness; Program Evaluation; *Program Implementation; State Programs; Statewide Planning; Vocational Education; *Welfare Recipients; Welfare Services; *Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; *Ohio

This document is the first annual report of findings for the process analysis component of an evaluation of the Job Opportunities and Basic Skills Program (JOBS) in Ohio. Chapter I reviews the legislative history of Aid to Families with Dependent Children (AFDC) and related programs and describes work programs and work program evaluations in Ohio. Chapter II documents site visits to 15 demonstration counties in the first quarter of 1989. Three sections describe each county program, summarize key program characteristics across all demonstration counties, and discuss generalizability to the rest of Ohio. Chapter III analyzes work program data for AFDC clients in all counties in which JOBS is operational. It describes the data source and procedures followed in constructing the analysis files. Statistical analyses follow. Work program caseload size and client characteristics are discussed, an analysis of the various program components is presented, and the amount of time that clients spend in various statuses is analyzed. Chapter IV synthesizes the evidence from the case studies concerning four special topics: county departments of human services staffing and organization, client participation, interagency linkages, and the community work experience program activity. Chapter V gives policy and operational suggestions for Ohio Department of Human Services and county administrators. Appendixes include detailed tabular presentations of data to supplement Chapter III analyses and a list of 20 references. (YLB)

ED 346 333 CE 061 432

Lewis, Morgan V.; And Others
Implementation of the JOBS Program in Ohio: A Process Study. Second Annual Report.
SPONS. AGENCY- Ohio State Dept. of Human Services, Columbus.
PUB DATE- 91
NOTE- 196p.; For related reports, see CE 061 431-433.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; Economically Disadvantaged; *Employment Programs; Formative Evaluation; Job Skills; Job Training; Labor Force Development; Program Effectiveness; Program Evaluation; *Program Implementation; State Programs; Statewide Planning; Vocational Education; *Welfare Recipients; Welfare Services; *Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; *Ohio

This second annual report describes implementation of the Job Opportunities and Basic Skills (JOBS) program in Ohio. Part I is a synthesis of findings, conclusions, and recommendations based on information obtained in 15 demonstration counties. Chapter 1 provides background on the historical development of assistance programs in the United States and Ohio. Chapter 2 discusses similar and unique approaches that counties take to orient and assess Aid to Families with Dependent Children recipients who are entering the JOBS program and the difficulties that may be encountered. Chapter 3 presents an

Smilansky, Moshe; Israelshvili, Moshe
University Project for Advancement of Adolescents from Disadvantaged Areas to Enter Higher Education.
SPONS. AGENCY- Israel Ministry of Education, Jerusalem.
PUB DATE- Mar 89
NOTE- 59p.; Also supported by the Association for Advancement of Education, Tel Aviv Municipality and Tel Aviv Development Fund.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *College Bound Students; *Disadvantaged Environment; Foreign Countries; *Gifted Disadvantaged; Higher Education; Program Effectiveness; Secondary Education
IDENTIFIERS- *Israel

This document discusses an Israeli project which targeted intelligent students in disadvantaged areas for special help with the objective being to encourage their college attendance. The introduction describes problems which confront any educational system in a democratic society, such as fostering adolescent development and encouraging quality learning. The underlying assumptions of the project are described, including: (1) the need for a joint school-university development coalition; (2) a continually developing experimental entity; (3) the priority of adolescents as subjects; (4) focus on the gifted among the socially disadvantaged who are capable of higher education; (5) belief that the intellectual potential of disadvantaged areas is greater than that represented by aptitude and achievement test results; (6) belief in a cognitive orientation with an affective basis; and (7) the belief that adolescent learning is aimed at the promotion of responsibility for self-development and coping competence. The organization of the project and the composition of the pupils is described. Twelve elements of the program are listed which range from identification of gifted students to contact with parents and university cooperation and support. An evaluation of the project is also included in the document. The evaluation results state that it was clear that participation in the project increased the readiness and willingness of the students to consider studying in a university which contributed positively to scoring higher on matriculation and university entrance examinations. (ABL)

ED 346 352   CG 021 691

Finkelhor, David
The Adolescent Sexual Perpetrator: A New Challenge in the Field of Sexual Abuse.
PUB DATE- Apr 86
NOTE- 11p.; Keynote address presented at the Treating the Juvenile Sexual Abuse Perpetrator, National Training Conference (Bloomington, MN, April 27-30, 1986).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Counseling Theories; *Criminals; *Delinquency; *Prevention; Public Policy; *Sexual Abuse

The interest in juvenile perpetrators of sexual abuse is one of the most momentous developments in the field of sexual assault prevention and treatment. It is hoped that by working with juvenile perpetrators, counselors will have the greatest chance

ED 346 371 CG 024 278

Sanchez, Jose A.; And Others
A Progress Report on the Research Status of Racial/Ethnic Populations in Counseling and Psychology.
PUB DATE- 24 Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Content Analysis; *Counseling; *Ethnic Groups; Hispanic Americans; *Psychology; *Race; *Scholarly Journals

There appears to be an urgency, influenced by demographic changes, to learn more about racially/ethnically diverse populations, and the counseling and psychology fields are acknowledging the need to respond to demographic changes. This study was conducted to assess the status of research as regards racially/ethnically diverse populations in the professions of counseling and psychology, as reflected in the publications of selected journals of the American Psychological Association and the American Counseling Association. The study focused on the four major racially/ethnically diverse populations in the United States: Asian Americans and Pacific Islanders, African Americans, Hispanic Americans, and Native Americans (including Eskimos and Aleuts). A selective review of the literature was performed on racial/ethnic issues in the fields of counseling and psychology. Ten journals published between 1980 and 1990 were reviewed. The expectation of an increase in articles related to racial/ethnic issues was not supported. The findings showed that only 2.31% of the 8,227 articles reviewed focused on issues of racial/ethnic diversity. Further analysis of the data revealed that approximately 24.7% of the 190 identified articles were generated by researchers out of California. Despite the self-imposed challenges to increase appreciation of diversity within counseling and psychology, there continues to be a dearth of research with racial/ethnic populations. (NB)

ED 346 372 CG 024 279

Rockhill, Carol M.; Asher, Steven R.
Peer Assessment of the Behavioral Characteristics of Poorly Accepted Boys and Girls.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Elementary Education; *Elementary School Students; *Peer Acceptance; *Peer Evaluation; *Prosocial Behavior; Sex Differences; *Student Behavior

Although considerable research exists on the behavioral characteristics of low-accepted children, few studies have examined gender differences in the types of behavior which distinguish between low-accepted children and their better-accepted classmates. This study examined the relative power, for each gender, of different behavioral characteristics in

Stepfamilies with Adolescents: An Intervention Matrix Model for Middle School Counselors.
PUB DATE- Aug 91
NOTE- 128p.; Master of Education Report, University of Texas at Austin.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescents; Family Structure; Intermediate Grades; Intervention; Junior High Schools; Middle Schools; Models; School Counseling; *School Counselors; *Stepfamily
IDENTIFIERS- Middle School Students

This report examines the stepfamily phenomenon and how stepfamilies are treated. After the introductory first chapter the second chapter provides a clear definition of what constitutes a "stepfamily" and explores some of the demographics regarding stepfamilies. Next the report examines the major issues with which stepfamilies deal. How these issues distinguish them, though there are similarities, from "normal" nuclear, intact, biologic families is discussed. The third chapter examines the structural differences between stepfamilies and intact families. These issues include the biological parent living elsewhere, boundary issues, complex extended family structures, and stepfamily happiness. The fourth chapter explores the stepfamily issues which deal with emotional, or affective areas. The fifth chapter examines parenting in stepfamilies, including parenting arrangements, adolescence, custodial versus non-custodial parents, and guidelines for effective stepparenting. Finally the sixth chapter presents recommendations and suggestions to enable middle school counselors, or other professionals who work with stepfamilies, to provide the best educational information, most appropriate emotional support, and most useful guidance, to best meet the needs of the stepparents, the stepchildren, and the school personnel who interact with them. (ABL)

ED 346 391 CG 024 300

Phillips, Suzanne M.
Current Suicide Rates among Psychologists.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Characteristics; *Incidence; *Psychologists; *Sex Differences; *Suicide; *Trend Analysis

High rates of suicide were reported in the 1960s and early 1970s among women in medicine and psychology, relative to women in the general population. This study explored suicide rates among American Psychological Association members, fellows, and associates. Subjects (N=179) were members who died in 1988 or 1989 and were under 65 years of age. Death certificates were obtained for nearly 70% of the sample, involving deaths of 27 women and 98 men. Raters classified each case into one of three categories: a definite suicide, possible/hidden suicide, or non-suicide. In this sample six suicides were identified, three among women and three among men. During this period, female psychologists were found to have suicide rates that were similar to those rates in the general population. Male psychologists had suicide rates that were lower than those for men in the general population. Thus the excess suicide rates

Draft Scenarios on Reporting Child Abuse.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Welfare; Foreign Countries; *Legal Responsibility
IDENTIFIERS- Canada; *Child Abuse and Neglect Reporting; Reporting Laws

Two separate but related publications are included in this packet. The first contains a set of guidelines for reporting suspected child abuse developed by the Northwest Territories Department of Education, and the second describes two hypothetical situations with their implications for action: (1) a teacher suspects that a child is being abused; and (2) a teacher has positive information that a child is being abused. In the first document, definitions of "child" and "abuse" are given as found in the Northwest Territories Child Welfare Act, responsibility to report suspected abuse is discussed, and procedures for informant protection are described. General procedures for reporting suspected child abuse as required by the Child Welfare Act are given, followed by specific guidelines developed by the Department of Education for educational personnel reporting suspected child abuse. Educational personnel are instructed to verbally report the details of the suspected abuse to the local or regional representative of the Department of Social Services; inform the school principal of the report; follow-up the verbal report with a written report to the Superintendent of Child Welfare for the province; and keep all information confidential. Personnel are instructed not to contact the child's family or the suspected perpetrator. The principal is instructed to inform the Regional Superintendent of Education when a staff member has filed a report. Procedures for adult educators also are given. Names, addresses, and telephone numbers for regional offices of the Department of Social Services and for regional superintendents are included. In the case of the second document containing two draft scenarios on reporting child abuse, for each scenario, the situation is briefly described, the problem is identified, and a commentary is included. (NB)

ED 346 410   CG 024 319

Morrison, Kenneth; Thompson, Marcia
Feeling Good about Me.
PUB DATE- 85
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Affective Behavior; Elementary Education; *Elementary School Students; *Emotional Response; School Counseling; *Self Concept; Self Evaluation (Individuals)
IDENTIFIERS- *Self Awareness

This document contains 18 structured learning sessions featuring fables, nursery rhymes and directed day dreams to help elementary school students become aware of themselves and their feelings. Each session is a self-contained unit, so the

Gelb, Richard G.
Literacy as Magic: The Role of Oral and Written Texts in the Santeria Religious Community.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Characteristics; Cultural Context; *Literacy; Reading Research; *Religious Cultural Groups; Religious Education; Small Businesses; *Verbal Communication
IDENTIFIERS- Biliteracy; Discourse Communities; Magic; Orality; *Santeria

Santeria is a religion which originated in West Africa and evolved from the syncretism of the culture of the Yoruba people with Catholicism in Cuba. Juanita, who was born in Puerto Rico and taught herself how to read and write, owns a "botanica," a retail shop specializing in Santeria paraphernalia. Juanita is a santera (priestess) in her religion; her knowledge of Santeria was taught to her via an initiation system. Although Juanita has had little formal schooling, she has been able to maintain and operate a successful business for more than 20 years. In her work and in her dual role as santera and businesswoman, Juanita uses strategies such as experimentation, observation, reading, memorization, and research. Business is transacted at the botanica in both Spanish and English; Yoruba is used only for ceremonial purposes. The oral nature of this environment is exemplified by Juanita's almost exclusive reliance on advertising via word of mouth or the radio. Beneath this veneer of orality, however, is a rich bilingual print environment. Even Juanita's oral performances (a form of story-telling connected with the act of divination) are based on the literate behaviors of research, reading, and memorization. (RS)

ED 346 430 CS 010 952

Odom, Marsha L.
Incorporating New Technologies into an Academic Assistance Center. Workshop Materials Packet.
PUB DATE- 13 Mar 92
NOTE- 16p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (5th, Kansas City, MO, March 12-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Media; *Educational Technology; Higher Education; *Learning Laboratories; Program Descriptions; *Program Development; Program Evaluation; Student Needs; *Study Skills
IDENTIFIERS- *University of Minnesota Crookston

This packet of workshop materials describes, in outline form, the processes used at the University of Minnesota, Crookston campus to expand the services of the learning center, going from a limited operation to a center offering several courses and supplementary services incorporating computers, videos, CD-ROMS, and laser discs. The outline focuses on the processes used to: clarify the learning center's role on campus, focus on

Bilingual and Monolingual Backgrounds.
PUB DATE- May 92
NOTE- 36p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Bilingual Students; Comparative Analysis; Elementary School Students; Grade 1; *Hispanic Americans; *Monolingualism; Primary Education; *Reading Readiness; Reading Research; *Scores; *Spanish Speaking
IDENTIFIERS- *California Achievement Tests; Elizabeth School District NJ

A study tested the assumption that there would be no significant difference in the test scores of the California Achievement Test between students of monolingual Hispanic and bilingual Hispanic backgrounds. The sample tested two groups of first-grade children (21 children in all) with Hispanic backgrounds in Elizabeth, New Jersey. A comparison of the test scores indicated that there was no significant difference between the two groups. The hypothesis that a comparison of performance on a California Achievement Test administered mid-year will show no difference in reading readiness between students of bilingual and monolingual Hispanic backgrounds at the first grade level was proven. (Three tables of data are included; an appendix of test data is attached.) (Author/SR)

ED 346 450 CS 213 307

Cooper, Charles R.
Comparison-Group Studies: One Way of Learning about Writing-to-Learn.
PUB DATE- Mar 90
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Instruction; Comparative Analysis; *Content Area Writing; *Dialog Journals; Higher Education; *Instructional Effectiveness; *Journal Writing; *Research Methodology; Writing Assignments; Writing Exercises; Writing Research
IDENTIFIERS- *Writing to Learn

A study used comparison-group methods to examine the effectiveness of dialogic journal writing in a content area classroom. Subjects were students in a sophomore-level course in Chinese literature at the University of California, San Diego. Students were divided into three comparison groups each of which was further divided into sections. Four teaching assistants (TAs) led section discussions and each TA taught 2 or 3 sections of 12-15 students for a total of 10 sections in all. Students in three of the sections kept dialogic journals (where they wrote about lectures, readings, and their previous journal entries); students in three other sections kept "academic" journals (a set of 18 writing activities designed by the researchers); students in the remaining four sections did no journal writing at all. All subjects wrote two essays, a few brief film reviews, and a 3-hour final essay exam. Each final essay was scored three times: for quality of argument, for sophistication of claim, and for the amount and quality of relevant evidence. From these three scores two more were

New York at Albany. One of the three main focus areas of the Center was teaching and learning processes, and in this area the two teachers worked along with Dr. Judith A. Langer, director of the project and co-director of the Center. The comments from the two collaborators that are given in alternate sections of this paper reflect on the long process of becoming collaborators, applying to their collaborative journey Judith Langer's designations of the various stances readers assume in the process of creating meaning: (1) stepping in (seeking initial contact with some aspect of the text); (2) being in and moving through (immersing in understanding to develop further understanding); (3) stepping back and rethinking what one knows; and (4) stepping out and objectifying the experience (reflecting on what happened and what made it happen). Time, commitment, and communication helped the educators involved in the project develop as collaborators. The paper concludes with six suggestions for forming a collaboration that could prove helpful to others who follow. (Fifteen references are attached.) (SG)

ED 346 468 CS 213 382

Freeman, Evelyn B., Ed.; Person, Diane Goetz, Ed.
Using Nonfiction Trade Books in the Elementary Classroom: From Ants to Zeppelins.
PUB DATE- 92
NOTE- 191p.; Developed by the Committee on Using Nonfiction in the Elementary Language Arts Classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Books; *Childrens Literature; Class Activities; Elementary Education; Fine Arts; High Risk Students; Literary Genres; *Nonfiction; Publishing Industry; *Reading Material Selection; Reading Writing Relationship; Science Instruction; Social Studies; Thematic Approach
IDENTIFIERS- *Trade Books

Intended primarily for classroom teachers, this book discusses the genre of nonfiction, the link between nonfiction and elementary curriculum, and specific ways to integrate nonfiction into the elementary classroom. The book's 16 essays and their authors are as follows: (1) "Fact or Fiction?" (Russell Freedman); (2) "The Evolution of a Science Writer" (Patricia Lauber); (3) "The Rise and Fall and Rise of Juvenile Nonfiction, 1961-1988" (James Cross Giblin); (4) "The Nonfiction Scene: What's Happening?" (Barbara Elleman); (5) "Trends and Evaluative Criteria of Informational Books for Children" (Frances Smardo Dowd); (6) "The Voice of Learning: Teacher, Child, and Text" (Bette Bosma); (7) "On the Road to Literacy: Pathways through Science Trade Books" (Marjorie Slavick Frank); (8) "Windows through Time: Literature of the Social Studies" (Diane Goetz Person and Bernice E. Cullinan); (9) "Reading Aloud and Responding to Nonfiction: Let's Talk about It" (Sylvia M. Vardell and Kathleen A. Copeland); (10) "Reading and Writing Connection: Supporting Content-Area Literacy through Nonfiction Trade Books" (Rosemary A. Salesi); (11) "Invite Children to Respond Using the Fine Arts" (Patricia Grasty Gaines); (12) "Nonfiction Books in the Primary Classroom: Soaring with the Swans" (Peter Roop); (13) "Get Real, Teacher! What Happens When At-Risk Middle-School Readers Become Involved with Nonfiction" (Nancy DeVries Guth); (14) "Using a Nonfiction Author Study in the Classroom" (Judith W.

attempt to bring about the wonder, inspiration, and trance that all writers have experienced moments of, a psychic outbrust that may be called magic as illustrated in the anecdotes about Rebecca Cox Jackson and Charlotte Perkins Gilman with which this paper begins. (HB)

ED 346 486 CS 213 405

Stotsky, Sandra
Academic Criteria for Conceptualizing Multiethnic and Multicultural Literature Programs in American Schools.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Interrelationships; *Curriculum Enrichment; Elementary Secondary Education; *Ethnic Groups; *Literature Appreciation; *Multicultural Education; Politics of Education; Stereotypes; *United States Literature
IDENTIFIERS- Ethnic Literature

The major purposes of multiethnic and multicultural literature programs in United States' schools are to develop students' knowledge of and respect for the religious, racial, and ethnic diversity of U.S. citizens; and to enhance students' familiarity with and appreciation of the literary traditions of other peoples of the world. The selection of literary texts for programs designed to introduce American students to other ethnic groups, cultures, or peoples should reflect the principles of inclusiveness and avoidance of stereotype formation. Such goals can be achieved through techniques such as offering works by or about members of other ethnic groups, showing how indigenous cultures differed in relating to their neighbors and environments, featuring varied aspects of the immigrant experience, etc. In integrating multicultural and multiethnic literature into the curriculum, it is necessary to ask at the local level: (1) who decides what ethnic groups and cultures to present? (2) what criteria should determine what should be eliminated? (3) what local considerations should be kept in mind? and (4) how can the civic mission of the schools be achieved? It is important to keep in mind, however, that in selecting particular works, others are automatically excluded. It may be useful to have communities decide through the political process whether they support a multiethnic literature course or a curricular strand distinct from mainstream literature. (One appendix containing a sampling of works about the American ethnic experience and a list of 22 references are attached.) (SG)

ED 346 487 CS 213 406

Birken, Marcia
Writing Assessment in the Department of Mathematics at Rochester Institute of Technology.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

techniques for internal and external proposals. The book stresses the competitive nature of proposals, the need to improve writing skills, the need for audience analysis, and the need to understand how presentation affects results. The book provides a step-by-step guide to all stages of proposal writing and summarizes key points at the end of each chapter. Chapter titles are: (1) The Nature of Proposals; (2) Audience; (3) Strategies for Success; (4) The Writing Process: Beginning and Revising; (5) The Writing Process: Grammar and Style; (6) Special Techniques: Headings, Lists, and Tables; (7) Special Techniques: Graphs and Charts; (8) Format and Appearance; (9) The Finished Document; (10) Proposal Evaluations; (11) Oral Presentations; and (12) Documentation. A list of 35 selected readings, a proposal preparation checklist, and four evaluation checklists are attached. (RS)

ED 346 506   CS 213 444

Knapp, James F.
Cultural Studies and the Limits of Self-Reflexivity.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Cultural Influences; *Doctoral Programs; Educational Trends; *English Departments; Graduate Study; Higher Education; Ideology; Literary Criticism
IDENTIFIERS- Historical Background

Among the changes that have characterized English studies over the past 25 years is an increase in self-reflection. The rise of various kinds of writing collectively labeled "theory" has influenced this move to scrutinize actions and motives. Composition studies have developed classroom strategies for asking students to reflect on their own writing and reading practices. With the advent of cultural studies, students are urged to identify previously hidden assumptions and structures, fostering a hermeneutic of suspicion. A challenge facing English departments is how to incorporate serious historical study without sacrificing the valuable advances of recent years. A strong movement beyond traditional disciplinary boundaries has accelerated, alarming those on the political right. Of real concern, however, is how students negotiate their graduate programs in the face of such numerous options and strong political debate. Some students are dealing with the situation by seizing on a self-reflexivity that minimizes historical facts. Departmental leaders must insist that cultural analysis requires erudition. One strategy for limiting a field of study is a doctoral examination consisting of an area chosen by the student together with a faculty committee. The committee insures that a study of the social construction of AIDS, for instance, should be historicized by considering earlier representations of the disease. The loss of historical memory is a very real danger for graduate students today, but history remains an inescapable resource in cultural studies. (HB)

ED 346 507   CS 213 445

Bates, Robin
The Anthologized Literature Classroom: A Community of

IDENTIFIERS- Communication Behavior; *Implicit Communication

A study (one of a series) sought to identify interpersonal events related to implicit communication. Implicit communication is defined as nonverbal behavior which serves to transmit "subintended" information. The study explored whether interpersonal roles which account for part of the process of nonverbal communication (and which were identified in previous studies) could be taught to naive subjects. Two student "models," one male and one female, were taught eight interpersonal roles consisting of nonverbal behaviors ranging from very dominant and very nice to very weak and very "nasty." Ten male and 10 female students from a small private university viewed both of the models' presentations of all eight interpersonal roles and rated them with the Interpersonal Check List and a version of the Semantic Differential. Results showed that not only can nonverbal displays be described, they can be taught so that naive students can portray the behaviors accurately. Furthermore, results generally were consistent across gender lines. (Three tables are included.) (SG)

ED 346 526 CS 507 848

McCall, Jeffrey; And Others
The Study of Communication Arts and Sciences at DePauw University.
PUB DATE- 1 Nov 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; *Departments; Educational History; Higher Education; Mass Media; Program Content; Program Descriptions; *Speech Communication; *Theater Arts
IDENTIFIERS- *DePauw University IN

This collection of short papers describes various aspects of the Department of Communication Arts and Sciences at DePauw University in Indiana. The five papers and their authors are as follows: (1) "The Department of Communication Arts and Sciences," giving an overview of the department; (2) "History" (Robert O. Weiss), describing the study of communication at DePauw since its founding in 1837; (3) "Program Narrative" (Robert O. Weiss) describing the rationale, scope, and activities of the department with attention to four components: theory, criticism, praxis, and research; (4) "The Theatre Program at DePauw University" (Larry Sutton); and (5) "The Study of Mass Communication in a Liberal Arts Setting (Jeff McCall). Three appendixes present a list of scholars who have participated in the DePauw University Undergraduate Honors Program from 1975 to 1991, an information page on the Undergraduate Honors Conference 1991, and a brief description of DePauw University. (SR)

ED 346 527 CS 507 850

Gottlieb, Stephen S.
The Media's Role in Political Campaigns. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English

observations made by session participants, this publication: (1) cites data that reveal the average brief tenure of superintendents in urban districts is only 2.5 years; (2) claims that districts have to have a superintendent in position long enough to effect meaningful educational change (lists 25 urban areas that have had superintendent turnover within the past year); (3) provides a case study in Seattle, Washington, of frequent superintendent turnover; (4) observes that superintendents will search for ways to protect themselves from being summarily dismissed; (5) notes how three superintendents view their changing job description; and (6) lists four new programs focusing on superintendent training. The final article is "10 Key Questions for Urban Superintendents," by Lee Etta Powell. Dispersed throughout the issue is a series of recommendations, called "Searching for Solutions," that the participants made for improving and changing a system characterized by high turnover rates. (13 references) (MLF)

ED 346 547 EA 023 868

King, Kenneth; Singh, Jasbir Sarjit
Improving the Quality of Basic Education. Volume 3: Quality and Aid. Papers Commissioned for the Conference of Commonwealth Education Ministers (11th, Barbados, October 29-November 2, 1990).
PUB DATE- Sep 91
NOTE- 88p.; For other Ministers of Education of the Commonwealth 1990 Conference papers, see ED 339 517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Donors; *Educational Change; *Educational Finance; *Educational Quality; Elementary Secondary Education; Foreign Countries; Human Capital
IDENTIFIERS- *Commonwealth of Nations

Quality of Education was the theme for the 1990 conference of Ministers of Education of the Commonwealth. To provide briefings, the Commonwealth Secretariat commissioned a series of papers on this theme, and a selection of these papers were published as a series of three volumes. This third volume consists of two papers by Kenneth King and Jasbir Sarjit Singh that review how the degree and nature of the involvement of international donor agencies has changed over recent years, in particular with regard to basic education. King provides a review of ways in which donor agencies are responding to calls for renewed support for education for all. He suggests that what is new on the agenda is that more quantity and better quality have now been recognized as inseparable issues. However, financial austerity as well as structural adjustment programs are endangering the maintenance and development of programs, especially if basic education is regarded as an entitlement. Singh illustrates the general review by King with specific examples and case studies of a number of programs and projects, supported by a wide variety of agencies, in a range of countries. Singh identifies some of the elements which field evidence suggests contribute to improved quality in primary education. (RR)

ED 346 548 EA 023 882

Talbert, Joan E.
Constructing a School-Wide Professional Community: The Negotiated Order of a Performing Arts School.

PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; Ambiguity; Foreign Countries; Intermediate Grades; *Job Satisfaction; Junior High Schools; Organizational Climate; *Role Conflict; *School Administration; *Stress Variables
IDENTIFIERS- *Taiwan (Taipei)

Findings from a study that investigated the consequences of role conflict, role ambiguity, and demographic and organizational factors on work satisfaction and somatic complaints are presented in this paper. Data were derived from a survey administered to 225 Taipei (Taiwan) junior high school administrators, which elicited 211 responses (a 93 percent response rate), and interviews conducted with 16 survey respondents. Findings indicate that role conflict contributes strongly to both dissatisfaction with work and reported health problems and that role ambiguity has little additional effect. Broader work responsibilities--participation in decision-making, boundary spanning, a heavy workload, and supervisory responsibility--moderate the negative relationship between role conflict and work satisfaction. A typology for correlates of role stress is developed and presented, based on the theme that role conflict was related to virtually every variable measured; and role conflict may have profound effects. Whether or not the reported role conflict and ambiguity are a function of administrators' personalities or of Taiwan's unique cultural, organizational, and political context is unclear. Six tables are included. (41 references) (LMI)

ED 346 568 EA 023 989

Chubb, John E.; Moe, Terry M.
A Lesson in School Reform from Great Britain.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Educational Change; Elementary Secondary Education; Foreign Countries; Governance; Nontraditional Education; *Politics of Education; *School Based Management; *School Choice; *School Restructuring
IDENTIFIERS- *Education Reform Act 1988 (England); *Great Britain

In an analysis of school reform in Great Britain, this book shows how the landmark Education Reform Act of 1988 (ERA) imposed a radically new framework on British education. This framework is built on the same types of reforms that American activists have been proposing for years: school-based management (SBM), choice, and accountability. Methodology is based on field observation, with attention to schools in the disadvantaged neighborhoods of London and Birmingham, and interviews with teachers, headmasters, elected officials, administrators, interest group leaders, and academics. Based on the assertion that meaningful autonomy is not possible within the current educational system, a framework for a governmental choice system that is not a free market approach is developed. Because SBM and accountability are not threatening to the system, they

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Guides; *Administrator Responsibility; *Administrator Role; Intermediate Grades; Middle Schools; *Principals; *School Administration; School Supervision; Secondary Education

Practical guidelines for new middle/junior high and secondary school principals are offered in this paper. Specific suggestions are made for becoming familiar with the school, staff and students; organizing for instruction, including hiring and master scheduling; handling administrative business functions, which include clarifying staff roles, setting a budget, and conducting maintenance and inventory; developing an evaluation plan; and developing a school vision. (LMI)

ED 346 589 EA 024 024

Lyons, James E.
Competencies of Beginning Principals--Are They Prepared for The Role?
PUB DATE- May 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Effectiveness; Administrator Guides; *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Orientation; *Principals

Issues in the preparation of new principals for their role as school administrators are presented in this paper. A review of literature identifies obstacles to beginning principals' effectiveness, some of which include lack of role clarification, limited technical expertise, isolation, and inadequate time management. Suggestions for a smooth transition into the principalship include developing university preparation programs that incorporate training in management, leadership, and knowledge of schooling; providing district-supported principal orientation programs; offering regular and formative feedback; and requiring a professional growth plan. (7 references) (LMI)

ED 346 590 EA 024 030

Stone, Calvin; Wehlage, Gary
Community Collaboration and the Restructuring of Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Health Services; *Cooperation; Elementary Secondary Education; *Human Capital; Parent Participation; School Business Relationship; *School Community Relationship; *Social Change; Social Problems; *Social Services
IDENTIFIERS- *Partnerships in Education

It is recognized that the character of American society is changing. Schools face a difficult set of conditions as they attempt to respond to the challenge of increasing the academic achievement of America's multicultural children. A number of proposals have advocated collaboration between human services and schools to provide a more systematic response to the

IDENTIFIERS- East Germany; Estonia; *Europe (East); Russia

The change processes involving schools that are currently experiencing turbulent social reconstruction in eastern Europe are examined in this paper, which calls for the development of a new paradigm for social change. The first section describes recent educational reform activities and their flaws in three eastern European countries--Russia, Estonia, and East Germany. Limitations of structuralist and Marxist/Leninist theories are discussed next, both of which assume the inherent equilibrium of the social structure. A new paradigm for understanding social and institutional change, based on the concept of dynamic systems, is advocated. The paradigm, based on the "self-organizing" capacity of all open systems, is founded on the concepts of: (1) open systems with respect to the exchange of resources and information; (2) the necessary state of disequilibrium for alive systems; and (3) the autocatalytic characteristics of the forces for development. The next section relates these theoretical concepts to events observed in fieldwork conducted in East Germany at the time of the Berlin wall's demise. Support activities are suggested for the Russian central ministry for the self-organizing transformation of schools. A conclusion is that research should reflect a view of schools as active, changing, and undergoing continual renewal. (19 references) (LMI)

ED 346 611 EA 024 062

Intergovernmental Relations: Changing Patterns in State-Local Finances. Fact Sheet for the Majority Leader, House of Representatives.
PUB DATE- Mar 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; *Educational Finance; Elementary Secondary Education; Expenditures; *Federal State Relationship; *Fiscal Capacity; Income; *Local Norms; State Aid; *State Norms

Information on basic trends in state and local government finances is presented in this fact sheet, which presents data on aggregate state and local government revenues, expenditures, and related variables for the period 1961-90. Data were derived from the Department of Commerce's National Income and Products Accounts to describe aggregate state-local trends and to contrast those with federal level trends. Data from the Bureau of Census and the Office of Management and Budget provide more detailed breakdowns of state and local revenues and expenditures. Trend data are presented in a graphic format accompanied by brief narrative descriptions. Individual sections present information on the following: the fiscal condition of the state-local sector; federal and state-local financing of domestic expenditures; state-local expenditures; state-local intergovernmental revenues; state-local own-source revenues; and recent experiences of state-local finances. Findings indicate that the state-local sector is experiencing record high tax burdens and deficits in financing current service operations and increased responsibility for financing domestic expenditures. With regard to revenue, state-local revenues from the federal government have decreased and revenues from personal income, general sales, and property taxes have increased. Five tables and 30 figures are included. Contributors to the report are listed in the appendix. (LMI)

Woods, Diane E., Ed.
Building Non-Handicapping Environments: Policies and Problems Related to Accessibility. Special Edition.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Building Design; Design Requirements; Developing Nations; *Disabilities; Foreign Countries; Government Role; International Organizations; Legislation; Physical Mobility; *Standards; *Transportation
IDENTIFIERS- *Hong Kong; *International Council for Building Research

The special newsletter edition features two articles on accessibility for the disabled. The first article, "Building Non-Handicapping Environments: CIB W84 Newsletter," by Adolph Ratzka, excerpts sections from the CIB W84 Newsletter of the International Council for Building Research, Working Commission for Disabilities. It is noted that CIB W84 places the highest priority on addressing accessibility issues in developing countries and on involving organizations of disabled people in its work. The article concludes by citing the text of 16 resolutions adopted by participants at a Prague (Czechoslovakia) seminar concerning the following roles: national and local governments; planners, builders and educators; researchers; consumer organizations; and supportive services. The second article, by Joseph Kwan, is titled "Examining Accessibility: The View From Hong Kong." It describes the successes and failures involved in attempting to implement standards for architectural and travel accessibility in the city of Hong Kong. Sections cover: Hong Kong architecture, rehabilitation initiatives, reasons building access is often not considered, early awareness of accessibility needs, the first code on building accessibility, the code as legislation, the situation today, access to transport, alternative modes of transport, and highway facilities. (DB)

ED 346 631 EC 222 015

Implementation of the Education of the Handicapped Act Public Law 94-142 , 1987. Ninth Annual Report to Congress. Summary of Information on the Supply of and Demand for Personnel. Reporting Data on the 1984-85 School Year.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 15p.; For the complete Ninth Annual Report, see ED 283 355. Prepared by the Supply/Demand Analysis Center. Print in charts is small.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Programs; *Program Implementation; School Personnel; *Special Education Teachers; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- Education for All Handicapped Children Act

This paper summarizes information reported by states for the 1984-1985 school year on supply of and demand for personnel necessary for implementation of the Education of the Handicapped Act. Following a narrative section which synthesizes the statistics, tables give data for numbers of

ED 346 651 EC 301 263

Swartz, Eileen, Ed.
Thematic Instruction.
PUB DATE- Sep 91
NOTE- 41p.; For the complete volume, see EC 301 261.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acceleration (Education); Classroom Techniques; Concept Formation; Curriculum Development; Educational Practices; Elementary Secondary Education; Enrichment Activities; *Gifted; *Interdisciplinary Approach; Literature; Science Education; Social Studies; *Teaching Methods; *Thematic Approach; Units of Study

The 12 articles presented in this issue of a journal on giftedness in school-age children focus on interdisciplinary thematic instruction for gifted students. "Untangling the Web of Interdisciplinary Instruction" (Susan L. Beibelman and Sandy Hall-Chiles) explains the use of a curriculum webbing model to provide structure. "Interdisciplinary Thematic Curriculum" (Sandra Kaplan) notes the particular relevance of this approach to gifted learners. "A Partnership Venture: Introducing Theme-Based Instruction to Teachers and Parents" (Rena Bonne) briefly describes parent participation in New York City's Anderson Program. "Do Concepts Still Have a Place in Teaching Social Studies?" (Dorothy Connet) identifies major concepts and illustrates their use in curriculum development. "Differentiating Content for Secondary Gifted Learners" (James Curry) examines acceleration and enrichment and offers strategies for upgrading content complexity. "Themes in Science: A One-Year Program for Grade 3" (Jacqueline Barber) presents activities focusing on three specific processes and five themes. Two essays--on jumping the penmanship hurdle and writing parallel poetry, by Pat Lawrence and Carrie Millat respectively--are presented next, followed by a section called "Let's Hear It from the Teachers" which contains brief reports by classroom teachers describing specific applications of thematic instruction with gifted students. The final article, "Thinking Blocks for Literature" (Stephen Marcus) offers a strategy for helping students structure their thinking about a work of literature. (DB)

ED 346 652 EC 301 264

Brandt, Barry; And Others
The Provision of Assistive Technology Services in Rehabilitation: Institute on Rehabilitation Issues (17th, Las Vegas, Nevada, October, 1990). Report from the Study Group.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 90
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Assistive Devices (for Disabled); Delivery Systems; *Disabilities; *Educational Technology; Financial Support; Information Sources; Interdisciplinary Approach; Legislation; Long Range Planning;

employers and supervisors make to accommodate a person's disability; and (4) what co-workers are willing to do. Several suggestions are offered to increase the chances that workers with severe disabilities receive active support from their co-workers, and several approaches that discourage employers and co-workers from supporting workers with severe disabilities are also identified. (JDD)

ED 346 670 EC 301 283

Building Our Own Railroad Tracks: Education Reform and Special Education.
PUB DATE- Nov 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Change Strategies; *Curriculum; Disabilities; Educational Change; *Educational Planning; Educational Principles; Elementary Secondary Education; Gifted; *Governance; *Special Needs Students; State Programs; *State School District Relationship; Statewide Planning; Teaching Methods
IDENTIFIERS- *West Virginia

This document presents the vision of the West Virginia educational community in providing special education services to gifted and disabled students through the restructuring of schools. The approach was developed during a May 1991 meeting of special education leaders at which participants examined the major education reforms being discussed at the local, state, and national levels and the implications of the reforms for exceptional students. The report begins with a conceptual approach to mapping the state and local role in educating exceptional children, which calls for focusing on what outcomes are desired at the student level and then determining what has to happen at each successive level above the student level for those outcomes to be achieved. Meeting participants examined education reforms in three areas: curriculum/instruction, accountability, and governance. The report outlines reform principles in each of the three areas; outlines the actions needed at the national and state levels; discusses the potential positive and negative impact on gifted and disabled students; and analyzes the challenges for educators. (JDD)

ED 346 671 EC 301 284

White, Carolyn C.; And Others
Persons with Mental Retardation and Related Conditions in State-Operated Residential Facilities: Year Ending June 30, 1990 with Longitudinal Trends from 1950 to 1990. Report #36.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Mar 92
NOTE- 91p.; For the 1989 report, see EC 301 282.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Costs; Deinstitutionalization (of Disabled); *Developmental Disabilities; *Institutionalized Persons; Longitudinal Studies; *Mental Retardation; National Surveys; Psychiatric Hospitals; *Residential Institutions; State

additional concerns are addressed to administrators. These cover organizational support (administrative assistance, instructional leadership, sufficient resources); the service delivery system and management responsibility; a strategy for systems change; and acceptance of the LRE concept by parents and the community. (DB)

ED 346 690 EC 301 305

Special Education: Parent and Student Rights = Educacion Especial: Los Derechos de los Padres y Estudiantes.
PUB DATE- Dec 91
NOTE- 72p.; Updated version of ED 328 022.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Definitions; *Disabilities; Discipline; *Due Process; Education Work Relationship; Elementary Secondary Education; Eligibility; Extracurricular Activities; Handicap Identification; Individualized Education Programs; Parent Responsibility; *Parent Rights; Pupil Personnel Services; Referral; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *Texas

Intended for parents of children with possible disabilities in Texas, these two combined booklets (one in English and one in Spanish) outline the step-by-step process qualifying the child for special education services and explain the parent's rights and responsibilities under federal and state law. Introductory material includes a letter to parents and an index to sections covering procedural safeguards. Individual sections then address the following areas: definitions of terms; the child-centered educational process; the written notice requirement; comprehensive individual assessment; independent educational evaluation; the Admission, Review, and Dismissal Committee; the individual educational plan; related services; educational placement; extended year services; extracurricular activities; discipline; transition planning; graduation; transferring to a new school district; procedures regarding educational records; procedures to follow "if you have a problem"; and polices which provide low cost or free assistance and information to parents. A chart of the child centered process and a receipt (to verify booklet receipt) conclude the booklet. (DB)

ED 346 691 EC 301 306

Fiegenbaum, Ed, Ed.; And Others
Traumatic Brain Injury: An Educator's Manual. Revised Edition.
PUB DATE- 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Design; Classroom Techniques; Definitions; Educational Needs; Elementary Secondary Education; *Head Injuries; Incidence; Individualized Education Programs; Mainstreaming; *Neurological Impairments; Neurology;

The current status of intergenerational education in vocational education programs at the secondary school level was assessed in a Pennsylvania study. A literature review expanded upon the rationale for adult education, further defined the complex system of adult education, and introduced intergenerational education in a long history of adult educational programs. A survey of 42 of the 52 adults enrolled in secondary vocational programs at the Altoona Area Vocational-Technical School (AAVTS) was followed by interviews with 20 of this group as well as 2 hearing-impaired students. Sixteen AAVTS teachers currently teaching adults in the secondary school classroom and 71 members of the Pennsylvania Association of Vocational Administrators also completed questionnaires. Adult students, teachers, and administrators agreed on the following: (1) the adults wanted to make better lives for themselves and their families; (2) they believed they could accomplish this through education; and (3) they developed positive self-esteem, which they transferred to the high school students. Two concerns were universally identified: funding sources to provide tuition for the adults and ability to be successful in the program. One universal inhibiting factor was expressed: adults needed to be taught differently than high school students. Recommendations for intergenerational programs were: communication to the community of the positive influence of adults and youth on each other; adequate support services; ancillary services for adults; and professional development support for teachers. (Appendixes include an 84-item bibliography, survey instruments, and case study materials.) (YLB)

ED 346 240   CE 061 189

Levitan, Sar A.; Miller, Elizabeth I.
Enterprise Zones: A Promise Based on Rhetoric. Occasional Paper 1992-1.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Environment; *Economic Development; Entrepreneurship; *Federal Aid; *Federal Legislation; Federal Programs; Free Enterprise System; Incentives; *Job Development; Job Training; Policy Formation; Poverty; *Poverty Areas; Public Agencies; Public Policy; Slums; State Agencies; State Legislation; *State Programs; Unemployment; Urban Areas; Urban Environment; Urban Improvement; Urban Planning; Urban Programs; Urban Renewal
IDENTIFIERS- *Enterprise Zones; Indiana; Maryland; Michigan; New Jersey; Virginia

In the 1980s and the early 1990s Congress failed to approve enterprise zone legislation which sought to help revitalize areas of high unemployment, poverty, and crime and low educational achievement by reducing taxes, relieving regulation, and eliminating other barriers to development. Establishment of comprehensive and sustained enterprise zone programs requires a multibillion dollar commitment by Federal and state government. Enterprise zone bills share three characteristics with previous assistance programs: eligibility criteria, limitation on the number of areas receiving assistance, and delineation of the type and level of assistance offered. Enterprise zone bills have been proposed since 1980. Only in 1987 did Congress authorize the Secretary of Housing and Urban Development to designate up to 100 enterprise zones;

Appendix IV contains instructional materials, including quizzes, worksheets, pretests/posttests, and revised instructor materials. Additional post-program participant survey sheets are presented in appendix V.) (YLB)

ED 346 258 CE 061 260

Taylor, Marjorie; And Others
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5B: Commercial Driver's License Program. Test Preparation. Instructors' Reports and Sample Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Oct 91
NOTE- 206p.; For final report, see CE 061 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Basic Skills; Community Colleges; Cooperative Programs; *Driver Education; Educational Cooperation; *Literacy Education; *Reading Skills; School Business Relationship; Student Recruitment; Study Skills; *Test Wiseness; Two Year Colleges; Union Members; *Unions
IDENTIFIERS- *Commercial Drivers; Oregon; *Workplace Literacy
Mt. Hood Community College (Oregon), International Brotherhood of Teamsters, Union Local 162, Fred Meyer, Inc., and Oregon Trucking Association, Inc. offered training to improve study, test taking, and basic and critical reading skills and prepare drivers to pass the Commercial Driver's License test before April, 1992. Training was targeted for drivers who needed study and learning skills and those who needed a modified version of the manual to become competent to pass the examination. The Teamsters provided the primary recruitment efforts. Curriculum content was determined from responses to the student needs surveys. The union provided a room at their meeting hall for the training. (The four-page report is followed by appendixes that contain supplemental and more detailed information on the project. Appendix I outlines project objectives, methods, and evaluation criteria. It also contains sample and completed needs assessment instruments and staff reports of participants' feedback. Appendix II provides specific participant data and hours of attendance. Completed post-program participant survey sheets are found in appendix III. Appendix IV consists of sample materials, including record sheets; pretests; SQRRR--Survey, Question, Read, Review, Recite--Study Guide, Test Taking Skills; practice tests and keys; and pretrip inspection for Washington. Appendix V lists these types of source materials: books, videotapes, audiotapes, persons contacted, posters and forms, and additional references.) (YLB)

ED 346 259 CE 061 261

Burwell, D'Anne; And Others
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5C: Engish in the Workforce at Leupold & Stevens, Inc. Instructors' Reports and Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 91

Electronic Technology. Technical Committee Report.
PUB DATE- 92
NOTE- 29p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; Electronic Equipment; *Electronics; *Electronic Technicians; *Job Analysis; *Job Skills; Occupational Information; Secondary Education; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in electronic technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists 44 task areas with subtasks (competencies) for electronic technology, grouped into the following six modules: basic electronic skills; communications electronics; electronic product servicing; computer servicing technology; electromechanical technology; and electro-optic technology. (KC)

ED 346 277 CE 061 286

Fundamentals of Dental Assisting. Technical Committee Report.
PUB DATE- 92
NOTE- 11p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; *Dental Assistants; Dental Health; Hygiene; *Job Analysis; *Job Skills; Occupational Information; Secondary Education; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in dental assisting, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists 13 task areas with subtasks (competencies) for dental assisting: employability skills; general office procedures; structures, and functions, and pathologies of dental and general anatomy; dental instruments and equipment; microbiology, disease prevention, and infection control; pharmacology and anesthesia in dentistry; chairside assisting; dental office emergency care and cardiopulmonary resuscitation; dental radiographic procedures; dental

IDENTIFIERS- *Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program

This guide is designed to assist adult education cooperatives in implementing educational services for recipients of Aid to Families with Dependent Children participating in the Job Opportunities and Basic Skills (JOBS) program. It addresses the educational services to be provided by the cooperatives per the interagency cooperation contract entered into by the Texas Department of Human Services and Texas Education Agency. The guide amplifies the responsibilities of the adult education cooperative system in the delivery of educational services to JOBS participants. Recommendations are made for implementing the educational programs in a successful and cost-effective manner. These areas are covered: the referral process, academic assessment, instructional delivery, educational activities, ancillary services, attendance verification, and location and coordination. The fiscal policies governing program administration are then clarified. Funding restrictions, quarterly and final reimbursements, and program accountability are discussed. Appendixes include a JOBS education service provider referral form and JOBS weekly attendance verification form. (YLB)

ED 346 296 CE 061 332

Torres, Robert M.; And Others
Examining Computer Conferencing as a Technique for Enhancing Personnel Development Activities: Final Report for Year One of a Three Year Interdisciplinary Study.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Computer Uses in Education; Inservice Teacher Education; *Microcomputers; Secondary Education; *Teacher Attitudes; *Teleconferencing; *Vocational Directors; *Vocational Education Teachers

Phase one of a 3-year study examining the potential use of computer conferencing to enhance inservice programs for vocational educators in secondary schools had the following goals: (1) to describe the demographic characteristics of vocational teachers and administrators; (2) to determine the availability of computer resources for vocational teachers and administrators; and (3) to determine vocational teachers' and administrators' opinions of, competence in, and attitudes toward using microcomputers. Questionnaires were developed and mailed to 137 vocational administrators and 339 teachers in Ohio; responses were received from 107 (78 percent) of the administrators and 244 (72 percent) of the teachers. According to the findings, the average age of vocational teachers and administrators was 42, they had 14-21 years' average experience in public education, the teachers were about half female and half male, and the administrators were about 80 percent male and 20 percent female. The study also found that most of the administrators and teachers have microcomputers available for their use, but do not have modems. The study population agreed that microcomputers can and should be used for inservice programs. Recommendations were made to field test inservice education programs using computer conferencing. (17 references) (KC)

ED 346 297 CE 061 335

institutions, and SMEs and circulation of questionnaires. Findings showed SMEs were geographically concentrated. More than 90 percent of enterprises were SMEs, and SMEs used conventional types of training courses almost exclusively. SMEs named three high priority needs: retraining of workers due to the introduction of new information and manufacturing technologies, training of managers, and training of young people for their first job within the enterprise. Most of those responsible for training in the SMEs were not aware of the existence of open, distance, flexible, and multimedia training. SMEs agreed that such training would be helpful due to the geographical dispersion of SMEs and lack of time and staff for training. They pointed out several problems related to use of these methods: lack of background education of the target groups, difficulties in using the new techniques, lack of user motivation, doubts about the potential of such training, and doubts regarding cost effectiveness. A search for examples of good practice of open, distance, flexible, or multimedia learning in SMEs found almost none. The SMEs were seen as an important potential market. (10 references) (YLB)

ED 346 315 CE 061 405

Sherwood-Roberts, P.; Vervest, P.
Technology Options for Multimedia in Distance Learning. A Report for the Commission of the European Communities--Task Force Human Resources, Education, Training, and Youth.
PUB DATE- Apr 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Computers; Computer Software; Computer Software Development; *Corporate Education; *Distance Education; Educational Media; *Educational Technology; Education Work Relationship; Foreign Countries; Interactive Video; Job Skills; *Job Training; Labor Force Development; *Media Selection; *Multimedia Instruction; Program Development; Program Implementation
IDENTIFIERS- European Community

This report focuses on interactive multimedia delivery platforms available for distance education. An introduction addresses the role of distance education and open learning in covering training needs and advantages of interactive multimedia in training. Chapter 2 proposes a multimedia skills evaluation framework and examines the elements of this functional requirements framework against which technology options could be evaluated with regard to business, user, and policy needs. Chapter 3 presents technology options available for implementing distance education. Sections 1-4 examine personal computers commonly used in business, multimedia extensions available for personal computers, integrated solutions, and telecommunications. Section 5 focuses on authoring. Section 6 examines strengths and weaknesses of the options with respect to the outline framework established in chapter 2. Chapter 4 begins by examining the process of implementing a multimedia distance learning system into an organization. Two case studies illustrate the multimedia distance learning environment in practice, a hotel scenario to show opportunities in the tourism industry and a dealer location and a supplier factory from the motor industry. Chapter 5 outlines scenarios for the successful implementation of multimedia distance learning. Chapter 6 makes recommendations with regard to raising awareness, needs analysis, creation of a hardware base, software development, overview of the JOBS program as seen by individuals in the 15 demonstration counties. It is organized by the three major components to which clients can be assigned--education and training, Community Work Experience Programs, and Job Club--and by employers' experiences hiring JOBS participants. Chapter 4 contains findings and recommendations. Part II presents summary descriptions of the implementation of the JOBS programs in the 15 demonstration counties. Each summary describes major characteristics of the county, structure of the JOBS program, orientation and assessment procedures used, and factors considered when assigning clients to components. It discusses each major component of the JOBS program in the county and effects of the change from Transitions to Independence, the preceding work program, to JOBS. Each summary concludes with a list of major problems or suggestions for improvement in the JOBS program. (A 13-item reference list at the end of Part I and 43 data tables are included.) (YLB)

ED 346 334 CE 061 433

Lewis, Morgan V.; Kurth, Paula K.
Implementation of the JOBS Program in Ohio: A Process Study. Third Annual Report.
SPONS. AGENCY- Ohio State Dept. of Human Services, Columbus.
PUB DATE- 92
NOTE- 176p.; For related reports, see CE 061 431-432.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; Economically Disadvantaged; *Employment Programs; Formative Evaluation; Job Skills; Job Training; Labor Force Development; Program Effectiveness; Program Evaluation; *Program Implementation; State Programs; Statewide Planning; Vocational Education; *Welfare Recipients; Welfare Services; *Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; *Ohio

This third annual report describes implementation of the Job Opportunities and Basic Skills (JOBS) program in Ohio. Part I is a synthesis of findings, conclusions, and recommendations based on information obtained in 15 demonstration counties. Chapter 1 provides background on historical development of assistance programs in the United States and Ohio. Chapter 2 describes enrollment, orientation, and assessment procedures. Information from the first 2 years of the study is incorporated to show changes in the processes; reasons for changes are discussed. Chapter 3 considers relationships between JOBS programs and agencies with which these programs cooperate. It is organized by the major components to which clients can be assigned. Other sections discuss employers' experiences hiring JOBS participants and examine relationships between JOBS and the Job Training Partnership Act. Chapter 4 presents conclusions and recommendations. Part II presents summary descriptions of the implementation of the JOBS program in the 15 counties. Each summary describes major characteristics of the county; structure of the program together with changes that occurred in structure or staffing from the prior visit; and enrollment, orientation, and assessment procedures and factors that are considered when assigning clients to components. Each major component of the JOBS program is discussed, the nature of the relationships between JOBS and the cooperating agencies is addressed, and those features of the implementation in that county that had the most lasting impact on project staff's perceptions of the county are highlighted. (YLB) of identifying and stopping patterns of sexually abusive behavior before it becomes a more serious social menace. The new interest in juvenile perpetrators offers the opportunity to develop new ideas about the sources of sexually abusive behavior. There is debate between those who see the deviant sexual behavior process from a psychodynamic versus a behavior perspective. Two important components of sexual deviance are blockage and disinhibition. Blockage refers to developmental experiences that make it more difficult for a potential perpetrator to direct his sexual behavior and emotional needs along a more acceptable line. Disinhibition includes all of the elements that permit a potential perpetrator to take a deviant line of development in spite of social norms and consequences of getting caught. The view of seeing sexual offending simply as a problem of psychopathology is no longer acceptable and the sociological components of sexual offending need to be recognized. New opportunities in this field include earlier recognition of sexual abuse; better understanding of the sources of the problem; more policy support for offender treatment; improved alliances between offender and victim treatment; and a new improved coalition for sex education for children and adolescents. (ABL)

ED 346 353 CG 022 375

Becher, Elisa Ann
Implementation of a Teen-Age Parenting Support Group in the School Setting.
PUB DATE- Jul 84
NOTE- 79p.; Some pages in the Appendix have very poor reproducibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; *Black Students; *Early Parenthood; High Schools; High School Students; *Mothers; Parent Child Relationship; *Parenting Skills; *Social Support Groups

There was a need for the teenage parents (in the teen-age parenting support group) to be accepted by their peers and to be able to comfortably communicate and express their feelings and concerns about parenting. There were many programs to help teenage parents before the birth of their child, but none after the birth when the stress of having to cope with parenthood is complicated by being an adolescent student. This program was developed to help support the students through the difficult time of becoming a parent. The group consisted of black female teenage mothers (N=10) who met once a week for 10 weeks. The students compiled a list of concerns that were to be addressed during the meetings. The topics included relationships; feelings; values and goals; expectations versus reality of parenting; discipline; coping skills; time management; child care; and educational and vocational goals. Individuals from the school and community were called upon as guest speakers. The students responded to questionnaires about their values and concerns. The students favorably evaluated the program. A handbook on implementing a teenage parent group was compiled from the activities that transpired during the 10 weeks. The handbook is a model to help other teachers establish a program in their schools. (ABL)

ED 346 354 CG 022 619

A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools.

discriminating low-accepted children from their better-accepted peers. It also examined the role of prosocial behavior in distinguishing children in behavioral subgroups of low-accepted children from medium-accepted children and extended the research on subgroups by considering other behaviors that might characterize each low-accepted subgroup. Third- through fifth-graders (N=881) in five elementary schools in a middle-size midwestern community completed a sociometric rating scale in which they rated how much they liked to play with each of their classmates. Subjects also completed a peer nomination measure on which they nominated classmates who fit each of 19 behavioral descriptions. The results indicated that in comparing children of varying levels of acceptance, the same behaviors were important for boys and girls, with a few behaviors seeming to be more salient for boys. The most powerful discriminator between children in the low-accepted group and their classmates, regardless of gender, was the lack of prosocial behavior. When the low-accepted children were subclassified according to aggressive versus withdrawn behavior and compared with matched classmates of average acceptance, both aggressive and withdrawn low-accepted children received lower peer ratings for prosocial behavior. (NB)

ED 346 373 CG 024 282

Niebrzydowski, Leon
Self-Esteem and the Nature of Interpersonal Relationships in Developing Youth.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the International Conference on Self-Esteem (1st, Asker, Norway, August 9-12, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Foreign Countries; *Friendship; *Interpersonal Relationship; Personality Traits; Secondary Education; *Secondary School Students; *Self Esteem
IDENTIFIERS- *Poland

This study attempted to define the character of interpersonal relationships with close friends and social acquaintances according to the level of the individual's self-esteem. Sixteen- and 17-year-olds in Lodz, Poland (N=97) completed the Polish language version of the Adjective Check List and the Acquaintance Description Form. Based on their responses, students (90% of whom came from professional or managerial families) were classified as having high, medium, or low levels of self-esteem. The results indicated that all subjects had relations with either a close friend (70%) or social acquaintance (30%), usually a same-sex peer (80%). No significant relation was noted between the levels of self-esteem and the endurance of the bond. There was a statistically significant correlation (P 0.01) between the level of self-esteem and the intensity of positive attitudes toward the partners such that the higher the level of self-esteem, the higher the intensity of positive attitudes toward the partners. There was a distinctive, however small, correlation between the degree of self-esteem and the strength of the relationship; the higher the level of self-esteem, the stronger were the ties and bonds between partners. Relationships between friends with high self-esteem tended to have a higher rewarding value than did relationships between low self-esteem individuals. Compared to individuals with low self-esteem, those with high self-esteem perceived their relationships with close friends and social observed among female psychologists in the 1960s may no longer be present in 1988 and 1989. Lower levels of suicide may have been observed in this sample than in the 1960s because of changes in the relative proportion of men and women in psychology. The degree to which suicide rates among men and women in psychology have changed over time offers a unique opportunity for understanding more about suicide and its causes. (ABL)

ED 346 392 CG 024 301

Foster, Elizabeth Sabrinsky
Energizers and Icebreakers for All Ages and Stages.
PUB DATE- 89
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Group Behavior; *Group Dynamics; Group Experience; Group Unity; Interpersonal Communication; Leadership; Rapport

This book is intended to assist group leaders, teachers, counselors, and peer helpers in the development of relationships and active learning. The first chapter, "Icebreakers," begins with an overview that explains the nature, purpose, and importance of these activities. Icebreakers are used to help group members learn about each other in a non-threatening way and develop trust; they are learning experiences that are also fun, and few groups or classrooms could fail to benefit from the feelings of cohesion they establish in those who participate. Icebreakers described in this chapter include: amnesia game; name switching; people scavenger hunt; circlegram; all about you; getting to know your smile; Hollywood; relationship icebreaker; magic carpet ride; census now; sign up here; my name is special because; hometown map; bouncing information; PEER-O; 15 things I love to do; nerf bounce; group profile; make the back the sunny side; adjective match; the name game; the clone town; 20 questions interview; name crostics; friends; thoughts from the past; autographs; happy grams; today I feel; living class tree; and people package. The second chapter, "Energizers," describe these as short activities which are designed to stimulate thinking and group interaction, or to spark motivation. They are wonderful ways to build group cohesion and enthusiasm because they depend on the group's cooperation, participation, and interest to complete the activity. Examples of the 51 energizers described include: spoon marbles; family photos; the land of; fried eggs and squash; touch me; I cannot say I; the rabbit and the carrot; the numbers game; mirror mirror on the wall; ghost to ghost; the group lap; whistle while you work; puzzling puzzles; the human knot; string balloons; the glob; paper bag relay; help; silent moves; shmoo and aardvark game; cooperation squares; I like people, but especially; fourplay; blooie; human tic tac toe; feelings rumors; music moods; Simon says; what's the scarf; balloon relay; machines; and animal friends. (LLL)

ED 346 393 CG 024 302

Foster, Elizabeth Sabrinsky
Tutoring: Learning by Helping (Revised Edition). A Student

sessions may be used separately or as a developmental sequence. The primary goals of the book are to help children identify and accept personal feelings, develop positive feelings about themselves, accept responsibility for feelings and actions, and develop positive self-images. The structured sessions are divided into six groups of three sessions each. The six groups focus on happy, angry, sad, unkind, fear, and good feelings. Each unit of three sessions contains an introduction to the unit and information for preparing the materials to be used in the three sessions to follow. Each session contains the following elements: rationale; goals; materials; thought catchers; process activities; curricular-related activities; pretending time; fables; supplemental activities; post script activities; evaluation instruments; and culminating experience. The focus of the entire program is on helping children build positive self-images through awareness and understanding of their feelings. The term "facilitator" is used throughout the book since it represents the attitude desired for someone in the position of leadership. The activities are used to guide and not to control the experience. This program can be used to create an atmosphere which will nurture opportunities for exploration and awareness. (LLL)

ED 346 411 CG 024 320

Myrick, Robert D.
Developmental Guidance and Counseling: A Practical Approach.
PUB DATE- 87
NOTE- 480p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Counseling; *Counseling Techniques; *Counselor Role; Elementary Secondary Education; *School Counseling; *School Counselors; *School Guidance; Student Development

This document provides a framework and reference for counselors, and identifies skills and experiences needed by students as a part of attending school and becoming successful. The first chapter discusses the emergence of developmental guidance and counseling. School guidance and counseling are defined, and the formative years are discussed. Four approaches to guidance and counseling are presented. The second chapter presents a comprehensive approach to guidance and counseling. Basic assumptions and needs, the theory of developmental guidance, curriculum and goals and principles of developmental guidance, and the roles of school personnel in guidance are examined. The third chapter considers the teacher as student advisor. The Teachers as Advisors Program (TAP) is described, and the counselor's role in TAP is defined. Building support for TAP, counselor-teacher relationships, and school guidance committees are discussed. The fourth chapter identifies the counselor as a developmental guidance specialist. Counseling theories, the developmental counselor, a practical approach to the counselor's role, basic counselor interventions, managing interventions, and managing counselor priorities are discussed. The fifth chapter considers the counselor as facilitator. The facilitative model, and facilitative processes, responses, and activities are examined. The sixth through tenth chapters discuss counselor interventions. Individual counseling, small group counseling, large group guidance, peer facilitator projects, and consultation are examined. The 11th chapter addresses the counselor as a guidance coordinator and the 12th a future direction for the center, develop support and funding, make decisions about equipment and software purchases, evaluate progress, and ensure effectiveness. The outline also describes the present Academic Assistance Center and outlines plans for 1992-93. A handout which lists and describes the majority of the equipment and software used at the center is attached. (SR)

ED 346 431 CS 010 954

Catoe, Elizabeth Anne
Addressing Individual Learning Styles in a Whole Language Classroom.
PUB DATE- 92
NOTE- 34p.; Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Grade 2; Grade 3; Primary Education; *Reading Instruction; Reading Research; *Whole Language Approach
IDENTIFIERS- Reading Style Inventory (Carbo); Virginia (Albemarle County)

A study was conducted to determine ways in which student learning styles could be accommodated in a whole language classroom. The Reading Style Inventory (RSI) developed by Marie Carbo which follows the Dunn model of learning styles was chosen for the study. The RSI was administered to 10 students in 2 second/third combination grade whole language classrooms in Albemarle County, Virginia. The inventories were computer scored and studied by the researcher. Results of the individual profiles showed that a majority of students responded well to global approaches to teaching reading. Several suggestions were made for ways to incorporate whole language strategies to match reading styles of students. It is possible for whole language teachers to match whole language instructional methods to individual reading styles without compromising the philosophies behind either approach. (Nineteen references and four appendixes, containing a sample individual profile, definitions of reading method terms, a group chart of recommended reading methods, and a letter to parents, are attached) (Author/SR)

ED 346 432 CS 010 955

Pettengill, Sally A.
Effects of Required Reading Time on Sixth Graders' Attitudes toward Reading.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Grade 6; *Homework; *Independent Reading; Intermediate Grades; *Reading Assignments; *Reading Attitudes; Reading Research; *Student Attitudes
IDENTIFIERS- Estes Attitude Scale; Virginia

A study tested the hypothesis that students who were required to read a book of their choice for 15 minutes per night would have a more positive attitude toward reading than similar students who did not have that assignment. The Estes Attitude Scale for reading was given to two classes (high group and low group) of sixth graders in central Virginia that had this homework and two similar classes that had no reading time as homework.

created: an average score and a weighted score in which quality of argument weighed more than the other two. Results indicated that students keeping an academic journal outperformed (on all five measures) students keeping a dialogic journal and students keeping no journal, even after controlling for students' class level, gender, and which TA led the discussion section. Students in the dialogic journal group performed no better than students in the group not writing a journal. Findings suggest that students can demonstrate their learning of general education courses through discipline-appropriate writing if they are taught how to do it (using the academic journal writing activities). Findings also suggest that the results from comparison-group studies can contribute to reasoned argument about designing courses and giving writing assignments that will foster all students' learning. (RS)

ED 346 451 CS 213 320

O'Connell, Molly M.
The Decisive Writer's Model: Freeing the Imagination.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creativity; *Critical Thinking; *Decision Making; Grade 7; Junior High Schools; Junior High School Students; *Language Arts; *Literature Appreciation; Models; *Teacher Student Relationship; Writing (Composition)
IDENTIFIERS- *Active Learning; *Writing Contexts

The traditional approach to education has placed more importance on the role of the teacher in the teacher-student relationship. Such an approach has produced a nation of passive learners who can regurgitate facts but have little ability to reason, solve problems, or think critically or creatively. A junior high school language arts teacher who sought to help students develop as thoughtful decision makers identified time, curriculum, students' willingness to take risks, and students' self direction as areas of tension. The teacher developed a "decisive writer's model" to promote student risk taking and self direction. It became apparent that for the model to work successfully, learning conditions had to include: (1) teaching by facilitating; (2) structuring project guidelines; (3) reading the genre; (4) writing in the genre; (5) promoting student ownership of projects; (6) establishing specific evaluation criteria; and (7) assessing projects according to the criteria. Resulting student projects appeared in many forms, but writing was at the heart of each. Students wrote songs and newspaper style articles, drew posters and dioramas, or reenacted text scenes on videotape. Development of the model clarified the teacher's thinking about the role of decision making for students. Freedom to choose how they expressed themselves helped liberate their imaginations. (Four appendixes containing project ideas, a personal inventory, and evaluation sheets are attached.) (SG)

ED 346 452 CS 213 322

Iovino, Linda
Lexivisions: Making Meaning through Imaging.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English

Keck); (15) "Using Informational Books to Develop Reference Skills" (M. Jean Greenlaw); and (16) "Putting It All Together: Theme Teaching with Nonfiction Books" (Evelyn B. Freeman). Appendixes list reference works cited, children's books cited, nonfiction book awards, and sources for nonfiction book titles. (SR)

ED 346 469 CS 213 383

Afflerbach, Peter P.; Johnston, Peter H.
Writing Language Arts Report Cards: Eleven Teachers' Conflicts of Knowing and Communicating. Report Series 3.6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Elementary Education; Elementary School Teachers; *Language Arts; Protocol Analysis; *Report Cards; *Student Evaluation; *Teacher Behavior; Writing Research
IDENTIFIERS- *Teacher Writing; Writing Contexts

A study investigated the writing of language arts report cards. Eleven elementary teachers from three districts volunteered to compose report cards while thinking aloud. The teachers worked in districts that exerted varying degrees of control over teachers' choice of language arts instructional materials and assessment. Analysis of the 75 report card protocols indicated that teachers wrote report cards for specific purposes and audiences, and consideration of the audience and purpose influenced the information that teachers included. While writing report cards, teachers faced conflicts that revolved around issues of how best to evaluate literacy, the ability of the report card to adequately accommodate teachers' knowledge of students, and the congruence between instructional goals and the content and form of reporting required by the report card. (A table presenting the format of language arts report cards in the three districts is included.) (Author/RS)

ED 346 470 CS 213 384

Sandman, John; Weiser, Michael
The Writing Autobiography: Where To Begin in a Two-Year College Writing Course.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autobiographies; Educational Experience; Personal Narratives; *Self Evaluation (Individuals); Student Attitudes; Two Year Colleges; Writing (Composition); *Writing Assignments; *Writing Evaluation; Writing Instruction
IDENTIFIERS- Writing Contexts

Writing autobiographies, in which students describe their experiences as writers, show that students already know a great deal about their strengths and weaknesses as writers and about the conditions they need to write successfully. Typical first assignments given to entering college students are often used to diagnose the ability level and potential problem areas of a

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; *Content Area Writing; Higher Education; Program Descriptions; Technical Writing; *Writing Evaluation
IDENTIFIERS- Academic Discourse Communities; *Rochester Institute of Technology NY; Writing Contexts; Writing Development

The goal of writing assessment in the Department of Mathematics at Rochester Institute of Technology (RIT) is to assure that students can communicate about mathematics or statistics in a manner appropriate to their future careers. A five-member writing committee, composed of mathematics faculty, assess students at three different times during their four-to-five years of college study. During the first stage of assessment, students take a sequence of seminars in which they do many informal and a few formal writing assignments, one of which is assessed by the writing committee. In the second stage students must satisfactorily complete two theoretical courses which require students to write competently in the symbolic language of mathematics. In the final stage of assessment students write an in-depth technical report in an upper-division mathematics course. The committee assesses the papers as pass or fail based on effective communication at a level acceptable in a business environment. Students cannot graduate until their papers pass the final stage of assessment. Ongoing discussions in the writing committee address occasional problems in the evaluation system. Students who enter RIT as freshmen have a clear understanding of the goals of the writing policy. Transfer students, limited-English-speaking, and hearing-impaired students often experience difficulty with the requirements of the writing committee and need additional support. Virtually all mathematics majors find additional corroboration for the writing policy among their employers. (RS)

ED 346 488   CS 213 407

Loberger, Gordon J.
The Composition Instructor and the Inmate-Student: Utilizing Prisoner's Attitudes.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Correctional Education; Correctional Institutions; Higher Education; *Prisoners; *Student Attitudes; Student Characteristics; Teacher Attitudes; Teacher Role; Teacher Student Relationship; Writing (Composition); *Writing Instruction

The professor who elects to offer instruction in one of the nation's prisons will be a paradoxical figure representing society's mainstream values to those individuals he is seeking to aid. Prisoners often harbor the belief that they are being dealt with too harshly and that they are being victimized unjustly. This point of view can be exploited to great advantage in the teaching of composition. Inmates crave an audience, and a professor representing mainstream society is the perfect audience for "spilling their guts." A composition course calls for active participation and meaningful statements. The topics for assignments that work best give the inmate-student the opportunity to discuss his plight and voice

Interpreters.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anthologies; Classroom Communication; College English; Higher Education; Literary Criticism; *Literature Appreciation; *Student Projects; *Student Publications; Writing (Composition); *Writing for Publication; *Writing Instruction
IDENTIFIERS- Writing Contexts

An anthologized classroom is one in which students are writing toward an anthology of their own essays and drawing on the anthologies of previous classes. Students choose which of their own essays to include, and the works are then photocopied, bound, and sold to the students at cost before the end of the semester. The central challenge to the student is to write an essay which another student would be interested in reading. The most difficult challenge is faced in an introduction to literature course, because students have the feeling that they have little to offer in such a setting. In reading student writing on literature, students often criticize features of the texts which the teacher wants to praise, so that the teacher attempts to persuade the students to the teacher's point of view. Students often resist strongly academic writing on literature. Instead, students tend to compliment features such as commitment, passion, and personal voice. Not all students like the same personal essays, differences which sometimes foster highly emotional debates. Students must also try to frame the essay in an eye-catching way, such as through an imaginative title. Besides contributing to a sense of community, the anthologies function as a kind of frame around the course, thus helping to define it by providing students with structure, with examples of previous discourse, and with the instructor's own experience of defining the discipline. (HB)

ED 346 508 CS 213 448

Gamber, Cayo
The Translator and the Translated: Bakhtin's Intra-linguistic Dialogue and Minnie Bruce Pratt's "Crime Against Nature."
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College English; Discourse Analysis; Discourse Modes; Higher Education; *Language Role; *Literature Appreciation; Reader Response; Reader Text Relationship; *Teaching Methods
IDENTIFIERS- *Bakhtin (Mikhail); *Crime Against Nature (Pratt); Dialogic Communication

Two exercises were developed to demonstrate how Mikhail Bakhtin's conception of novelistic language and creative interpretation are instrumental in teaching students to read creatively. The text chosen for these exercises was "Crime Against Nature" by

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; Audience Response; Debate; *Mass Media Effects; *Mass Media Role; Media Research; News Media; *Political Attitudes; *Political Campaigns
IDENTIFIERS- ERIC Digests; *Media Coverage; *Political Advertising; Political Communication; Voters

This digest examines the relationship between the political process and the media. The digest discusses the ramifications of advertising in politics; the role of the televised debate in elections; individual voter characteristics and the media; and media coverage and campaign awareness. Fifteen references are attached. (RS)

ED 346 528 CS 507 852

Rowland, Willard D., Jr.; Tracey, Michael
Global Politics of Public Service Broadcasting in the Early 1990s.
PUB DATE- 23 May 92
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Education; Cultural Influences; *Free Enterprise System; Futures (of Society); Global Approach; *Government Role; *Programing (Broadcast); *Public Television; *Social Change; Technological Advancement; Television Research
IDENTIFIERS- Media Government Relationship; *Public Broadcasting

Broadcasting has become a powerful symbol of a collision of ideas over how Western society should be organized. The roots of that clash lay in two powerful forces that seem to have nurtured a certain intellectual bleakness about public culture. The first such force was a belief in the imminent emergence of a multi-channel society in which cable and satellite systems stood everywhere as a spectral presence over the national public broadcasters. The second force was the ideological prominence of the idea of the market in broadcasting, an idea in conflict with the belief underlying public broadcasting that it can and must be used to nuture society as a nominated public service institution. This conflict has given rise to many questions, including: What is the place of "the public entity" in the world of "the private?" Why is public broadcasting necessary? What is its mission, tomorrow as well as today? Eight principles define public broadcasting and demonstrate that it is a vital part of culture: (1) universal availability; (2) universal appeal; (3) provision for minorities; (4) public service; (5) commitment to public education; (6) the need to distance public broadcasting from all vested interests; (7) the need to structure broadcasting to encourage competition in good programming rather than competition for numbers; and (8) the desire for rules that liberate program makers. Observations from ongoing global research concerning public broadcasting are beginning to emerge. Among these are the perception that a concept of the free market has shaken public broadcasting's self-confidence. In addition, the possibility of multiple channels casts doubt on the reality of a shared public culture. National public broadcasters find it increasingly difficult to define themselves at a time when the world is exploding to the global and imploding to the tribal. However, cause for optimism

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cultural Context; High Schools; Magnet Schools; Mission Statements; Principals; *School Administration; *Teacher Administrator Relationship; *Teacher Characteristics; Teacher Student Relationship

This qualitative account of a magnet school, California's Ibsen School (grades 4-12), addresses teachers' professional identities and the shaping of them. In most high schools, teachers' professional identities are shaped by subject cultures. At Ibsen, a schoolwide community has developed because of its mission and in the leadership of its principal. Characteristics of the principal are described. This case study of Ibsen School illustrates impediments to a schoolwide professional community of secondary school teachers presented by conventional norms of teaching. Described is Ibsen's mission and policy context, its constitutional structure and resources, and indicators of its educational success. The next section highlights the professional roles that distinguish Ibsen teachers' worklives from those of their colleagues elsewhere. The features identified appear most fundamental to the school's success--student-teacher collaboration, personalization, and collective problem-solving. The third section addresses the issue of how each of these distinctive features of Ibsen's community is organized. Finally the cultural themes of Ibsen's community are revisited to highlight the mandates for school leadership presented by such school professional conflicts. (15 references) (RR)

ED 346 549 EA 023 891

Bray, Mark, Ed.
Ministries of Education in Small States: Case Studies of Organization and Management.
PUB DATE- 91
NOTE- 307p.; Companion volume is entitled "Making Small Practical: The Organisation and Management of Ministries of Education in Small States."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Educational Administration; *Educational Development; Elementary Secondary Education; Foreign Countries; *Government (Administrative Body); Higher Education; *Organizational Effectiveness; Politics of Education; Public Administration; *State Departments of Education
IDENTIFIERS- *Commonwealth of Nations; *Small Countries

Case studies on ministries of education were sought from states with populations under 1.5 million and displaying a wide range of economic, geographic, and cultural diversity. The introduction has six main sections: (1) information on definitions and the contents of the book; (2) an account of other Commonwealth Secretariat initiatives on education in small states; (3) literature on education in small states; (4) literature on public administration in small states; (5) the applicability and limitations of the work; and (6) an outline constitute the preferred approaches to educational reform in Britain and the United States. However, choice alone offers radical systemic change. Following an analysis of the three choice provisions of the ERA--open enrollment, city technology colleges, and opting out--suggestions are offered for improving the British system. Reasons are offered for why the Conservative and Republican parties in Great Britain and the United States, respectively, are the most likely to successfully transform their educational systems. (LMI)

ED 346 569 EA 023 990

Bredeson, Paul V.
Responses to Restructuring and Empowerment Initiatives: A Study of Teachers' and Principals' Perceptions of Organizational Leadership, Decisionmaking and Climate.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Organizational Change; *Participative Decision Making; Principals; *Role Perception; *School Based Management; *School Restructuring; Teacher Attitudes
IDENTIFIERS- *Empowerment

Findings of a study that examined teachers' and principals' perceptions of organizational changes affecting their professional work as a result of restructuring are presented in this paper. The multiple case study of two elementary, two middle, and two high schools derived data from interviews with each principal and from questionnaires administered to 32 elementary, 75 middle, and 85 high school teachers. The questionnaire explored teachers' perceptions about six school condition variables: principal leadership; teacher initiative; student learning; discipline; teacher involvement in planning; and school climate. Findings indicate that teachers and principals in general reported similar descriptions of restructuring and that differences were related to role specific changes. Specifically, restructuring and empowerment initiatives contributed to role conflict and strain. School environments characterized by poor teacher/principal relations were more likely to resist restructuring. It is recommended that teachers and principals understand how changes affect role holders and inform other stakeholders. One table is included. (15 references) (LMI)

ED 346 570 EA 023 996

Bernstein, Lawrence
The Development of a Multilevel Model of State Level Student Achievement. Pennsylvania Educational Policy Studies Number 5.
PUB DATE- Oct 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Data Analysis; Grade 5; Intermediate Grades; *Multiple Regression Analysis; *Predictive Measurement; *Regression (Statistics); Research Methodology; Research Problems; *State Norms

problems of poverty, poor housing, family instability, and health that undermine the ability and willingness of young people to become educated. In addition, school/private-sector collaboration has been urged. This paper presents a conception of collaboration that argues that greater comprehensiveness, coordination, and efficiency of human service delivery are not sufficient to respond to the problems of disadvantaged youth, nor to the needs of the larger society that wants a more competent work force. A broader and theoretically more powerful conception is of collaboration that includes parents and the private sector as well as human services. Explored is collaboration aimed at building "social capital" for youth and their families. A view of collaboration that builds a new moral and political commitment to a "social contract" with youth that explicitly links school achievement to employment and higher education opportunities is given. (37 references) (RR)

ED 346 591 EA 024 031

Jennings, Wayne B.
Starting New Schools: Lessons for Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Nontraditional Education; School Organization; *School Restructuring

Arguments for beginning new schools as a robust alternative to the incremental improvement of existing schools are presented in this paper. The educational improvement approach of starting new schools or programs, rather than making incremental improvements or generating comprehensive change in existing schools, is advocated. Two major types of problems in starting new schools center around systems and client problems. Systems problems include program focus, resource allocation, and staffing, and client problems involve relationships with students and parents. Recommendations are made to empower stakeholders, utilize alternative staffing patterns, improve staff/program allocation, and include staff choice. (8 references) (LMI)

ED 346 592 EA 024 032

Larson, Lisa
Statutory Requirements for K-12 Curriculum. House Research Information Brief.
PUB DATE- Aug 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *State Action; State Boards of Education; *State Curriculum Guides; *State Legislation; *State School District Relationship; *State Standards
IDENTIFIERS- *Minnesota

A summary outline of examples of Minnesota statutory curriculum requirements is contained in this information brief.

ED 346 612   EA 024 063

Makedon, Alexander
Is Alice's World Too Middle Class? Recommendations for Effective
Schools Research.
PUB DATE- May 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Effective Schools Research;
Elementary Secondary Education; Public Schools; *School
Effectiveness; *Self Fulfilling Prophecies; Socioeconomic
Background; *Socioeconomic Status; Teacher Expectations of
Students

Findings from a study that examined the effectiveness of schools in closing the academic achievement gap between low and middle socio-economic status (SES) students in grades K-12 are presented in this paper. The main argument is that the schools identified as "effective" did not close the gap without simultaneously lowering the average academic achievement of mid-SES students. The middle-class bias inherent within the traditional organization of public schools has resulted in the failure of the public schools to educate lower-class children. Conversely, middle-class students fail to perform academically in a "reversal of fortune" school environment that is beneficial to low-SES students. In summary, the effective schools movement has failed to expand its research to include nontraditional educational alternatives. Recommendations for identifying effective schools, ranging from the general to the specific, include examining the effectiveness of cultural paradigms, specific teaching methods, curricula, and reward structures. (67 references) (LMI)

ED 346 613   EA 024 066

Crone, Linda J.; Tashakkori, Abbas
Variance of Student Achievement in Effective and Ineffective
Schools: Inconsistencies across SES Categories.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, April 20-
24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Academic Achievement; *Educationally Disadvantaged;
Educational Status Comparison; Effective Schools Research;
*Equal Education; Grade 8; Junior High Schools; *School
Effectiveness; Socioeconomic Background; *Socioeconomic
Influences; *Socioeconomic Status

Findings from a study that sought to determine the degree to which effective schools are uniformly effective for all students regardless of socioeconomic status (SES) are presented in this paper. Data were derived from a large nationally representative set of 989 schools that were involved in the National Education Longitudinal Study (NELS) of 1988, a project involving eighth graders. Questionnaires were also administered to students, parents, and schools. Regression analysis was used to classify the schools into effectiveness levels and compare their variance of student achievement. Findings indicate that effective schools were homogeneously effective for students teachers needed and employed, broken down by handicapping condition and divided among 55 states and insular areas. Forty-seven percent of special education teachers provided services in special classes, 37% in resource rooms, 13% in itinerant consulting environments, and 3% in home-hospital environments. Demand data indicate that teachers are needed in almost exactly the same proportion in each setting as those in which they are currently employed. Tables also give similar data for school staff other than special education teachers. (PB)

ED 346 632   EC 222 016

Implementation of the Education of the Handicapped Act Public
  Law 94-142 , 1988. Tenth Annual Report to Congress. Summary of
  Information on the Supply of and Demand for Personnel.
  Reporting Data on the 1985-86 School Year.
SPONS. AGENCY- Office of Special Education and Rehabilitative
  Services (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 14p.; For the complete Tenth Annual Report, see ED 294 410.
  Prepared by the Supply/Demand Analysis Center. Print in charts
  is small.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Disabilities; *Educational Legislation;
  Elementary Secondary Education; *Federal Programs; *Program
  Implementation; School Personnel; *Special Education Teachers;
  Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- Education for All Handicapped Children Act

This paper summarizes information reported by states for the 1985-86 school year on supply of and demand for personnel necessary for implementation of the Education of the Handicapped Act. Following a narrative section which synthesizes the statistics, tables give data for numbers of teachers needed and employed, broken down by handicapping condition and divided among 55 states and insular areas. Tables also give similar data for school staff other than special education teachers. (PB)

ED 346 633   EC 301 244

Attention Deficit Disorder: A Look at Alcohol and Other Drug
  Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health
  Administration (DHHS/PHS), Rockville, MD. Office for Substance
  Abuse Prevention.
PUB DATE- 88
NOTE- 5p.; For related documents, see EC 301 245-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Alcohol Abuse; *Attention Deficit Disorders; Drug
  Abuse; Individual Characteristics; *Intervention; Organizations
  (Groups); *Prevention; Resources; *Substance Abuse; Symptoms
  (Individual Disorders)

This leaflet briefly describes the symptoms and incidence of attention deficit disorder (ADD) and then discusses problems with alcohol and other drug abuse in people diagnosed with attention deficit disorder. The guide points out that alcohol and other drug abuse prevention efforts should include information specific to the person's disability. It offers

Models; Program Development; *Rehabilitation; Staff Development; Technological Advancement; Trend Analysis; Vocational Rehabilitation

This manual presents principles and methods of assistive technology in the context of rehabilitation of persons with disabilities. The manual contains eight chapters. The introductory chapter identifies assistive technology values and principles. The second chapter focuses on assistive technology as a problem solving process with various levels of service at specific stages in the rehabilitation process. The third chapter describes a comprehensive model of service delivery which stresses integration into the entire rehabilitation process and involvement of various agencies. Brief summaries of eight programs are included, as is a chart listing factors to consider in providing assistive technology services. The fourth chapter offers suggestions on methods of training staff, stressing a multidisciplinary team approach with strong consumer involvement. Chapter 5 provides guidance for financing assistive technology including charts comparing funding sources. The sixth chapter identifies national sources of information on technology related products and services as well as ideas for finding and using locally available resources. The seventh chapter focuses on long-term or strategic planning for assistive technology. The final chapter identifies social and legislative trends that will impact future services in this area. Eight appendices list study group members, summarize case studies, and present various assessment instruments. (27 references) (DB)

ED 346 653 EC 301 265

Development of Science Simulations for Mildly Mentally Retarded or Learning Disabled Students. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Sep 89

NOTE- 233p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; Educational Media; Individualized Instruction; Instructional Materials; Intermediate Grades; Junior High Schools; *Learning Disabilities; Mainstreaming; Material Development; Middle Schools; *Mild Mental Retardation; Science Activities; *Science Instruction; *Simulation

This final report describes the development of eight computer based science simulations designed for use with middle school mainstreamed students having learning disabilities or mild mental retardation. The total program includes software, a teacher's manual, 3 videos, and a set of 30 activity worksheets. Special features of the software for learners with cognitive impairments include an emphasis on graphics rather than text to present key ideas; the use of a mouse instead of a keyboard for giving commands and manipulating the experiments; the absence of a formal reward/punishment system; the presence of simple numeric feedback for confirming measurements; the use of full size scales on the display instruments; voice synthesis of numerical output on demand; a context sensitive help function; and flexible problem solving environments for each simulation. The report lists the project's objectives, results (including field test evaluation and dissemination), and

Programs; *Trend Analysis

This publication reports statistics on persons with mental retardation and related conditions in state-operated residential facilities in the United States, based on a survey questionnaire completed by 50 states and the District of Columbia. Part 1 presents 12 tables that provide facility, population, and cost statistics for Fiscal Year 1990 that were compiled within state agencies. It includes statistics on small and large state-operated mental retardation facilities and facilities designated primarily for populations other than persons with mental retardation (in the vast majority of cases, psychiatric facilities). Part 2 places 1990 statistics within the longitudinal context of data gathered on state institution populations, resident movement, and costs of care since 1950. Part 3 includes a directory of public residential institutions (16 or more residents) for people with mental retardation/developmental disabilities. The directory lists facilities operating on December 31, 1990; those closed since 1960; and those projected to close by 1995. A list of 5 references and 28 data sources is included, along with state notes and notes concerning longitudinal data presentation. (JDD)

ED 346 672 EC 301 285

Feldstein, Michael A.; Baenen, Nancy
Evaluation Report: EXCEL. E & R Report No. 91.05.
PUB DATE- Sep 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; *Consultation Programs; *Enrichment Activities; *Gifted; *Gifted Disadvantaged; Primary Education; *Program Effectiveness; Program Evaluation; Program Implementation; Talent
IDENTIFIERS- *EXCEL Program NC; Jacob K Javits Gifted Talented Stdnt Educ Act 1988; Wake County Public School System NC

EXCEL is an enrichment program for highly able students in grades K-2, designed to provide a nontraditional method of identifying young gifted and talented students, especially economically disadvantaged students, as well as to increase the ability of classroom teachers and parents to develop the potential of these students. EXCEL utilizes a consultation model, in which central Consultant Teacher Trainers and school-based, regular teachers designated as Team Leaders for each grade provide training and materials to all classroom teachers. This study evaluated the implementation and effectiveness of the program within the Wake County (North Carolina) School System, to comply with the requirements of the funding source (the Javits Foundation within the U.S. Department of Education) and to meet system information needs. The study found that EXCEL has been successful in making progress towards the specific objectives in the grant, but not as much progress toward meeting the broader intent of the grant and the overall needs of Wake County's schools. The effectiveness of EXCEL training and classroom teachers' application of EXCEL skills varied considerably across schools. Communication to classroom teachers was a key weak link in EXCEL. Most results related to improvement in the identification of young highly able students were fairly negative. Two thirds of teachers interviewed indicated their students had benefitted from EXCEL. Recommendations are offered in the areas of communication, identification, supplies, and evaluation. Attachments include survey and interview responses and a copy of a behavior skills

Neuropsychology; Rehabilitation; Student Evaluation
IDENTIFIERS- Portland School District OR

This manual for the Portland (Oregon) Public Schools presents basic information on providing educational services to children with traumatic brain injury (TBI). Individual sections cover the following topics: the brain, central nervous system and behavior; physical, psychological and emotional implication; traumatic brain injury in children versus adults; a proposed federal definition of TBI; incidence of traumatic brain injury; rehabilitation; typical recovery sequence following TBI; school reentry; serving the student with TBI; teaching strategies summary; school psychologists and the assessment of TBI (including a table of measures sensitive to neuropsychological domains); educational needs of the student with TBI; designing the individualized educational program; modifying the education environment; modifying the elementary classroom; and modifying the secondary classroom. A glossary defines 20 terms and a resource list identifies eight national, state, or local organizational resources. Appendices include a proposed bill of rights for the brain injured, 3 different coma assessment scales, 16 references, and neurological diagrams. (DB)

ED 346 692 EC 301 307

Brodsky, Meredith; Wilson, Darla
Oregon's Innovative Approaches for Students Who Are Seriously Emotionally Disturbed or Otherwise At-Risk.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- May 89
NOTE- 103p.; Prepared by the Serious Emotional Disturbances (SED) design team and working group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; Delinquency; *Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; Emotional Problems; *High Risk Students; Intervention; Prevention; Program Development; *Program Implementation; Remedial Instruction; Severe Disabilities; Special Education; Student Evaluation
IDENTIFIERS- *Oregon

This report briefly describes 40 exemplary special and regular education programs for students in Oregon with serious emotional disturbances (SED) or who are otherwise at risk. The program descriptions are grouped into 11 areas to highlight key program features. These are quality indicators, prevention, remediation, organization, coordination, alternatives, pre-referral, consultant models, screening, evaluation, management, and juvenile court systems. Included for each description is the program title, a contact person, and the level. The narrative descriptions typically cover the program philosophy, organization, unique characteristics, type of student, staffing, training methods, and parent involvement. (DB)

ED 346 693 EC 301 308

Student Access: Section 504 of the Rehabilitation Act of 1973.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-

this opportunity has since expired. Given other domestic priorities, the two pending enterprise zone proposals are not likely to be enacted. The British enterprise zone program differs from most U.S. proposals, since its objective was the rehabilitation of old industrial sites. Thirty-seven states and the District of Columbia have enacted enterprise zone legislation. Analyses of these zones have found local commitment essential to their viability. A review of the experiences of five states--Michigan, Virginia, Maryland, Indiana, and New Jersey--indicates that states are ill equipped to revitalize blighted areas alone. The employment and training of zone residents should be a prime consideration for implementing enterprise zone policies. The most effective strategy to empower the residents of blighted communities involves improving their physical surroundings as well as enabling them to acquire education and skills. (YLB)

ED 346 241 CE 061 194

The Changing Workforce. Demographic Issues Facing the Federal Government. Report to Congressional Committees.
PUB DATE- Mar 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Employment Opportunities; *Employment Projections; Ethnic Groups; *Federal Government; Females; Futures (of Society); *Government Employees; Job Skills; *Labor Force; Labor Needs; *Labor Supply; Middle Aged Adults; Minority Groups; Policy Formation; *Population Trends; Public Policy; Race; Vocational Education

The predictions in "Workforce 2000" and "Civil Service 2000" were examined with regard to work and workers. Focus was on demographic changes that had occurred and were expected to occur in the civilian and federal labor force and were relevant to federal employment policy formation. Activities included review of demographic data and review of research relative to labor shortages, skills gaps, and demographic changes. Labor economists and other experts often disagreed with predictions that widespread labor shortages and skills mismatches were likely to occur by 2000. Experts generally agreed that the demographic composition of the civilian labor force had changed and would continue to change. The most dramatic change was the entry of women into the labor market; more recent changes included the increasing presence of racial and ethnic minorities in the work force and the concentration of workers in the middle-age category. These demographic changes and conditions were particularly present in the federal work force, although demographic characteristics varied by agency and census region. Many of these changes and conditions were more prevalent in the federal than in the nonfederal sector. Findings implied that federal policymakers can take action to respond to changing demographic conditions and each agency should examine its own work force to determine its needs. (Objectives, scope, and methodology are sketched in the appendix and a 65-item bibliography is attached.) (YLB)

ED 346 242 CE 061 195

Mishel, Lawrence; Bernstein, Jared
Declining Wages for High School and College Graduates. Pay and Benefits Trends by Education, Gender, Occupation, and State, 1979-1991. Briefing Paper.

NOTE- 65p.; For final report, see CE 061 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Communication Skills; Community Colleges; Curriculum Development; English (Second Language); *Inplant Programs; *Limited English Speaking; *Literacy Education; Manufacturing Industry; Needs Assessment; Program Development; Program Evaluation; Program Implementation; *Second Language Learning; Second Language Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- Oregon; *Workplace Literacy

An 8-week English in the Workplace course was conducted by Portland Community College (Oregon) at Leupold & Stevens, Inc. for workers with limited English proficiency (LEP). The curriculum for English as a Second Language focused on job-related support skills and not primary job skills, since job performance was not a concern. Objectives were to improve LEP workers' communication with co-workers and supervisors, lessen tension and frustration between English and non-English speakers, and increase promotional opportunities for nonnative employees. Instructors assessed prospective students individually; 17 employees were selected for the class. Supervisors provided input regarding communication difficulties with nonnative workers. The curriculum was organized around the language functions of making suggestions, asking for clarification, and reporting problems in the workplace context. Supervisors rated all students as making some improvement. Seven of eight students showed increases on the pre- and post-assessment. Students also evaluated the course and their progress. (The seven-page report is followed by these materials: sample supervisor evaluation form; project summary; sample lesson plans and materials; sample employee performance review form; English language use survey; participants' need survey and results; and sample participant evaluation form.) (YLB)

ED 346 260 CE 061 262

Burwell, D'Anne; And Others
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5C: Blueprint Math Applications. A Basic Math Skills Program for Leupold & Stevens, Inc. Instructors' Reports and Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- May 91
NOTE- 292p.; For final report, see CE 061 256. Handwritten evaluations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Blueprints; Community Colleges; Cooperative Programs; Curriculum Development; Educational Cooperation; *Inplant

materials; preventive dentistry; legal and ethical responsibilities of dental health care workers; and sexually transmitted diseases. (KC)

ED 346 278 CE 061 287

Pharmacy Technician. Technical Committee Report.
PUB DATE- 92
NOTE- 13p.; For related documents, see CE 061 277-286.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Communication Skills; Curriculum Development; Employment Potential; Ethics; Interpersonal Competence; Job Analysis; *Job Skills; *Occupational Information; *Pharmaceutical Education; Pharmacists; Pharmacology; Secondary Education; Skill Analysis; State Programs; Statewide Planning
IDENTIFIERS- Idaho; *Pharmacy Technicians

This report contains the task list for the pharmacy technician program in the state of Idaho. The task list reflects the current trends and skills necessary for an employee to obtain a job in this industry in Idaho, retain a job once hired, and advance in the occupational field. Technical information provided includes program area, program title, Idaho code number, and effective date. The tasks are organized into 11 modules each consisting of 3 to 17 tasks. The module titles are as follows: demonstrate employability skills and habits; assist in preparing prescriptions; intravenous admixture services; maintain inventory; demonstrate clerical skills; demonstrate effective human relations and communication skills; apply good housekeeping procedures; apply ethics and legal standards; assist with institutional drug distribution; demonstrate knowledge of basic pharmaceutical chemistry, anatomy, and physiology; and demonstrate universal precautions. The report concludes with a listing of six issues, concerns, and considerations of the Pharmacy Technician Technical Committee. (YLB)

ED 346 279 CE 061 288

Riesenberg, Lou E.; Stenberg, Laurie A.
High School and Beyond. A Profile of Idaho's 1983 High School Graduates. Executive Summary.
PUB DATE- Dec 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Attainment; Educational Research; Employer Attitudes; Employment Level; Employment Patterns; Graduate Surveys; *High School Graduates; High Schools; *Job Satisfaction; Program Effectiveness; State Programs; State Surveys; Statewide Planning; Student Attitudes; *Vocational Education; *Vocational Followup; Wages
IDENTIFIERS- *Idaho

A follow-up of 1983 Idaho high school graduates who had participated in secondary vocational education sought to determine program effectiveness and efficiency. Idaho public school graduates of 1983 were the population. Data were collected from transcripts and two different mail questionnaires. The Idaho Student Followup questionnaire assessed employment history, current employment situation, and

De Avila, Marcia
Self Perceived Needs of Adult Basic Education Students and Their Role in Program Development.
PUB DATE- Oct 91
NOTE- 52p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Educators; *Adult Students; Comparative Analysis; Educational Needs; Goal Orientation; Learning Motivation; *Needs Assessment; *Outcomes of Education; Program Development; Relevance (Education); *Student Educational Objectives; Student Experience; Student Motivation; Teacher Attitudes

A Texas study examined what individual learning and/or other needs were identified by adult basic education (ABE) students. It also assessed ABE teachers' propensity to identify the same student needs and determined if these needs were met within the ABE program. A literature review focused on learner types, past experience, program development, and learner needs. The sample consisted of 60 ABE participants chosen randomly from 4,268 adults enrolled in Region VI Education Service Center Adult Cooperative ABE programs during September-November 1990. Data collection was in the form of a focused interview where the interviewer read all the questions to the interviewee and recorded the responses. Thirty-five students were contacted for a follow-up telephone interview survey in January 1991. Thirty ABE teachers were asked to complete a questionnaire; 28 complied. A final component of the data collection was the ABE classroom observations. Two self-perceived ABE student needs were very evident in the findings of this research: educational advancement and self-improvement. ABE teachers listed student self-improvement as a need but identified literacy development as most important; they felt job advancement was as important as self-improvement. During the follow-up survey, a majority of the ABE students stated that their needs had been met. Recommendations for practice and further research were made. (36 references) (YLB)

ED 346 298   CE 061 337

O'Connor, Patrick J.
The Identification and Acquisition of Textbooks and Related Materials To Facilitate the Integration of Applied Academic Skills in Vocational Programs.
SPONS. AGENCY- Ohio Univ., Athens.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Education; Agricultural Education; *Business Education; Computer Software; Distributive Education; Educationally Disadvantaged; Educational Resources; Employment Potential; Entrepreneurship; *Home Economics; Information Sources; Instructional Materials; *Integrated Curriculum; Job Skills; Language Arts; Language Skills; *Marketing; Mathematics Skills; Science Instruction; Secondary Education; Special Needs Students; Textbooks; Trade and Industrial Education; Videotape Cassettes; Videotape Recordings; *Vocational Education

This catalogue identifies materials that are currently available and standardization. (YLB)

ED 346 316 CE 061 406

Kerka, Sandra
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; *Career Development; Cultural Background; Cultural Influences; Developmental Stages; Family School Relationship; Human Relations; Interpersonal Relationship; *Life Events; *Models; Sex Role
IDENTIFIERS- ERIC Digests; *Life Cycles

Changes in the composition of the work force and changing work values require new life span and career development models that account for individual, gender, and cultural differences in experience. Age/stage models form one school of thought in developmental theory. A major criticism of prevailing theories is that they are based on male experiences. Researchers are questioning the validity of age-linked phases. Schlossberg's more eclectic approach of viewing the adult experience may be more useful in explaining different life/career experiences. The criticisms of existing models point out elements that are needed in revised theories of human development: redefining maturity; importance of attachment; integration of independent and interdependent aspects; relationship elements--the interweaving of the individual, family, and work; charting patterns of productive activity and relationships with others over a time span to reveal life patterns--parallel, steady/fluctuating, and divergent; developing a profile of a generation or cohort based on social, historical, and cultural factors; and cycles of stability and change. (13 references) (NLA)

ED 346 317 CE 061 407

Lankard, Bettina A.
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Education; Career Ladders; *Educational Change; High Schools; *Integrated Curriculum; Magnet Schools; Occupational Clusters; Program Implementation; Technological Literacy; *Vocational Education
IDENTIFIERS- ERIC Digests

The integration of academic and vocational education is an educational reform strategy conceptualized by vocational educators, supported by the business community, and articulated by policy makers. Integration may improve the educational and employment opportunities of youth. Integration may offer change

ED 346 335 CE 061 434

Grossman, Gary M.; And Others
Toward a New Vocational and Career Education in the Cleveland City Schools: A Context Statement for Use with the Data-based Course Assessment Method.
SPONS. AGENCY- Cleveland Public Schools, Ohio.
PUB DATE- Apr 92
NOTE- 37p.; For a related document, see CE 061 435.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Career Education; Community Leaders; *Curriculum Development; Elementary Secondary Education; Enrollment; Program Development; *Public Opinion; School Business Relationship; Urban Demography; *Vocational Education
IDENTIFIERS- *Cleveland Public Schools OH; Databased Course Assessment Method

The Data-based Course Assessment Method (DCAM) assists curriculum managers in making appropriate program-related decisions. To set the context for DCAM in the Cleveland (Ohio) Public Schools, a study was made of Cleveland's employer/business community attitudes. Five characteristics of Cleveland in the context of the 21st century were examined: population, vocational and career education, school enrollment, economy, and demographic trends. Opinions of 12 business community leaders were obtained through personal interviews. The interview schedule assessed Cleveland community leaders' opinions about the employment picture, community economy, and knowledge of Cleveland jobs. The leaders recognized their own and the community's need for a viable and trained work force. They were doubtful whether vocational and career education is fulfilling its mission. Leaders expected changes to be made by schools; they believed that vocational and career education is central to Cleveland's future. Three directions for the progress of the vocational and career education system were proposed: curriculum changes, a public application of DCAM, and better public information and community access provided to stakeholder groups. (Ten references, the interview schedule for Cleveland leaders, and a list of original nominees for the leadership survey are included.) (NLA)

ED 346 336 CE 061 435

Starr, Harold; Grossman, Gary
The Databased Course Assessment Method (DCAM).
SPONS. AGENCY- Cleveland Public Schools, Ohio.
PUB DATE- Nov 91
NOTE- 111p.; For a related document, see CE 061 434.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Evaluation; *Curriculum Evaluation; Data Collection; *Evaluation Criteria; Performance Factors; Rating Scales; Secondary Education; *Vocational Education; Weighted Scores
IDENTIFIERS- Cleveland Public Schools OH; *Databased Course Assessment Method

A databased approach to vocational course assessment enables users to rank the quality of vocational education courses. Courses ranked highest may be commended. Courses ranked lowest may be considered in need of improvement efforts. The Databased

PUB DATE- Dec 83
NOTE- 43p.; Reprinted in 1989. For related documents, see CG 022 620 and CG 022 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Guidance; Child Development; *Counseling Services; Curriculum Design; Elementary Secondary Education; Formative Evaluation; Guidance Objectives; *Guidance Programs; Guidelines; Needs Assessment; Program Design; *Program Development; *Public Schools; *School Guidance; State Standards
IDENTIFIERS- *Virginia

This publication combines four sets of guidelines developed in 1980 to give direction to guidance program development in the public schools of Virginia. It consists of loose-leaf sheets color-coded according to whether the items are applicable at all levels (white), for elementary school guidance (beige), for middle schools (blue) or for secondary schools (green). The first section, "Why guidance and counseling programs," discusses the rationale of guidance according to educational, personal-social, and career development outcomes. The goals and objectives of public school guidance and counseling are then presented for elementary schools, middle schools, and secondary schools respectively. The third section describes a systematic approach to school guidance program development: planning, assessing needs, designing the program, and evaluating it. After a guidance program development checklist, a discussion of programmatic conditions and functions is provided. These include counseling (individual and group), group guidance, consultation, coordination, providing information, individual assessment, placement, and program evaluation. The final section describes the roles of other personnel with responsibility for the guidance program: principal, guidance coordinator, district personnel, parents/community, and state guidance services. References are included, and information on the following topics is appended: characteristics of students at developmental levels, theories of human development, school staffing patterns, and counselor professionalism. (TE)

ED 346 355 CG 022 620

Counseling with Handicapped Students.
PUB DATE- Apr 85
NOTE- 27p.; For related documents, see CG 022 619 and CG 022 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Guidance; *Counseling Services; Counseling Techniques; Developmental Disabilities; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Guidance Programs; Guidelines; Hearing Impairments; Learning Disabilities; Mental Disorders; Mental Retardation; Multiple Disabilities; *Program Development; *Public Schools; Visual Impairments
IDENTIFIERS- *Virginia

This publication is intended for use as a supplement to "A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools." After a general discussion of basic concepts in counseling with handicapped students, the publication provides separate sections discussing basic educational goals and counseling concerns for the following categories of disability: (1) educable and trainable mentally acquaintances as less conflicting and easier to maintain and displayed higher intensity of positive emotional reactions. (NB)

ED 346 374 CG 024 283

Klein, William M.
Constructing Social Reality: Greater Bias for Negative than for Positive Behaviors?
PUB DATE- Apr 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Bias; College Students; Evaluation Criteria; Higher Education; *Social Attitudes; *Student Attitudes

This study sought to show that motivated biases can be shown for positive, as well as negative, behaviors. In the first study college students (N=151) estimated how often they and their fellow students engaged in various positive and negative health-related behaviors. Results indicated all negative behaviors yielded the predicted pattern: subjects believed they engaged in the behavior less often than did their average peer. The more important finding was that the bias observed for positive behaviors was substantially weaker than that observed for negative behaviors. In the second study college students (N=138) generated lists of either positive or negative health behaviors. In a subsequent questionnaire subjects rated how often they and their same-age, same-sex peers engaged in the behaviors they had listed. Of the 253 negative behaviors listed in which self and peer estimates differed, 77% yielded the predicted bias: subjects thought others committed these behaviors more often. By contrast, a significantly lower 50% of the 204 cases where self and peer estimates differed showed subjects estimating their own positive behaviors as more frequent than those of their peers. Once again, self-peer biases were stronger for negative behaviors, and there was not even evidence of bias for positive behaviors. (ABL)

ED 346 375 CG 024 284

Welch, Ira David; And Others
Encountering Death: Structured Activities for Death Awareness.
PUB DATE- 91
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; College Students; *Death; Ethics; Higher Education; Suicide

This book is intended to be used as a supplement to standard textbooks on death and dying for college students. Chapter 1 "Encountering Death in the Self" builds the foundation for increased self-awareness for the study of death and dying. Chapter 2 "Encountering Death in the Family" provides activities which are appropriate for a wide variety of family circumstances. Chapter 3 "Encountering Death in the Culture" is intended to help students become more perceptive about cultural influences upon their attitudes toward death. Chapter 4 "Encountering Death in Institutions" examines feelings about

Handbook for Training Peer and Cross Age Tutors.
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communication Skills; Counseling Techniques; Elementary Secondary Education; High Schools; High School Students; Peer Relationship; *Peer Teaching; Program Evaluation; Self Concept; Self Evaluation (Individuals); *Tutoring

This manual provides a comprehensive training approach for preparing high school students to tutor at all grade levels in many different content areas. The first chapter provides an introduction to the peer tutoring concept. The material is geared toward helping the tutor gain self-understanding and awareness of personal strengths and weaknesses. The second chapter explains the components of helping relationships, and explores ways to establish, maintain, and nurture those relationships. The third chapter explains the components of effective communication. Exercises are provided for developing effective communication skills. The fourth chapter describes the skills necessary to maintain a monitored, controlled, and warm environment conducive to learning. The fifth chapter provides an overview of basic principles that deal with use of time, effective practice, and means by which people learn. Help is provided for analyzing tutoring structures and techniques. The sixth chapter provides an opportunity for the tutor to identify teacher and teaching characteristics important to education as well as an opportunity to explore responsibilities associated with tutoring. The general procedures for tutoring are introduced in this chapter. The seventh chapter provides information basic to many content fields, and practice exercises for each content area. The eighth chapter deals with the purpose and use of specific record forms, and the ninth chapter describes the various evaluation tools used to demonstrate development and progress of the program and program participants. (LLL)

ED 346 394 CG 024 303

Myrick, Robert D.; Bowman, Robert P.
Children Helping Children: Teaching Students To Become Friendly Helpers. A Leadership Training Program for Young Students.
PUB DATE- 91
NOTE- 291p.; For related documents, see CG 024 304-305.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Training; Elementary Education; Elementary School Students; *Helping Relationship; Leadership Training; *Peer Counseling; Program Evaluation; Student Leadership

This training manual provides a sequence of organized training sessions and activities which prepare elementary school students for such helping roles as student assistant, tutor, special friend, and small group leader. The first chapter discusses growing up in a changing world, defines peer facilitation, and provides an overview of the book. The second chapter focuses on children as helpers. Four categories of chapter focuses on the counselor and accountability. (LLL)

ED 346 412 CG 024 321

Painter, Carol
Leading a Friends Helping Friends Peer Program.
PUB DATE- 89
NOTE- 145p.; For peer counselors' manual, see CG 024 322.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Communication Skills; *Counselor Training; Helping Relationship; High Schools; High School Students; *Peer Counseling; Program Evaluation; Program Implementation; School Counseling

This manual is a guide for the adult learner who is developing and maintaining a peer counselor program. The first chapter presents an overview of peer counseling. The second chapter describes a model for a high school peer counseling program. Training, placements and programs, and a typical week's schedule are included. The third chapter presents goals and objectives of a peer counseling program and tips for getting started. The fourth chapter focuses on selection of peer counselors. Publicity and recruitment, applications, faculty memos, peer counselor evaluations, selection of finalists, notification of non-finalists, interviews, and peer counselor contracts are discussed. The fifth chapter focuses on training. This chapter is divided among three training areas: helper development, skills development, and topic development. Topics covered include suicide prevention and intervention, alcoholism, divorce, stepfamilies, dreams, teenage pregnancy and Acquired Immunodeficiency Syndrome (AIDS), family violence, and stress management. The sixth chapter focuses on programs. The support group program is described which is facilitated by a peer counselor, operates with a rotating schedule during the school day, and uses an open system for group membership. Individual referrals, the special friends program, junior high/high school special placement programs, and classroom presentations are discussed. The seventh chapter examines evaluation for the support group, special friend, and special placement programs. (LLL)

ED 346 413 CG 024 322

Painter, Carol
Friends Helping Friends: A Manual for Peer Counselors.
PUB DATE- 89
NOTE- 224p.; For companion guide, see CG 024 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Communication Skills; *Counselor Training; Helping Relationship; High Schools; *High School Students; Leadership Training; *Peer Counseling

This manual presents a training program for peer counselors which focuses on three areas: helper development, skills development, and topic development. The first chapter focuses on helper development. Pitfalls on the path to helping are discussed. Being your own best friend, selfishness, responsibility, feelings, advice-giving, being healthy, intuition, projection, Eighty students, 45 female and 35 male, participated in the study. Mean scores on the attitude scale were similar for both classes that had the homework and the high group that did not have the homework, but the mean score for the low group that did not have the homework was found to be significantly lower, indicating a more negative attitude. Results suggested that this homework seemed to affect the attitudes of only the lower-level students. However, there were other factors that could have affected the results, so the topic needs further study. (Four figures of data are included; 16 references and 2 appendixes containing the attitude survey and the script used when administering the survey are attached.) (Author/SR)

ED 346 433 CS 010 956

Pardon, Douglas Jay
Jigsawing with Wordless Picture Books.
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Meeting of the West Regional Conference of the International Reading Association (Portland, OR, February 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; Cooperative Learning; Intermediate Grades; Language Arts; Listening Skills; *Picture Books; *Story Telling
IDENTIFIERS- Collaborative Writing; *Jigsaw Method; Story Writing

Upper-level elementary classroom teachers can integrate wordless picture books (usually used only in the lower elementary grades) with the Jigsaw approach to cooperative learning. Students are first assigned to heterogeneously-balanced "home teams." Members of the home team write a story to accompany a picture book, usually in about 15 to 30 minutes. Story titles from each home team are placed into a container. Students then form "expert teams," which include one member from each home team. The teacher draws one story title from the container. The one home team member in each group who participated in writing the story then retells it to the team members, who take notes in preparation for retelling the story themselves. Teachers can then decide to: (1) have the members of the expert teams who listened to the story recreate it through oral discussion or a writing exercise; or (2) have the expert groups retell the story and have the home team that actually wrote the story decide which group best retold the story. Through the use of this strategy, the classroom teacher effectively promotes all four areas of the language arts: writing, reading, listening, and oral communication skills, and offers an opportunity for students to use notetaking and outlining skills. (A figure indicating the formation of home and expert groups is attached.) (RS)

ED 346 434 CS 010 957

Rasinski, Timothy V.; And Others
The Effects of Fluency Development Instruction on Reading for Urban Second Grade Students.
SPONS. AGENCY- Kent State Univ., OH. Research Council.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creativity; *Critical Thinking; *Graphs; Higher Education; High Schools; Literature Appreciation; *Student Developed Materials; Student Motivation; Student Reaction; Writing Assignments; *Writing Instruction
IDENTIFIERS- High School Juniors; *Lexivisions; Milton (John); Paradise Lost

In a high school writing workshop, students frequently would go through multiple essay drafts and conferences with the teacher and fellow students before realizing that their theses were incorrect. A teacher devised the "lexivision" to address this problem. Students used Venn diagrams, graphs, or flow charts to represent concepts in the texts they read. The students were to indicate quotations from the text to support their representations and to include their own or others' ideas that they felt related to the topic. A teacher-prepared diagram based upon Milton's "Paradise Lost" served as a model. As other students observed the work of the junior honors English class, they asked to undertake similar assignments. A college preparatory writing class prepared lexivisions as small group projects. The collaboration involved in lexivisions seems to be the key to successful, well thought out work. The real strength of the assignment is drawing out student explanations of why they have portrayed their interpretations of a given text in particular ways. Lexivisions encourage students to interact with new knowledge and to relate old and new knowledge in a creative synthesis, instead of emphasizing mere recall or analysis. Such creativity can help students address future problems, envision solutions, and dream undreamed ideas. (SG)

ED 346 453 CS 213 323

Reid, Louann
Climate for Controversy.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Research; *Controversial Issues (Course Content); *Discussion (Teaching Technique); High Schools; *Literary Criticism; *Literature Appreciation; *Student Attitudes
IDENTIFIERS- High School Sophomores

A study investigated student involvement in large-group discussion. A high school sophomore American literature class and a world literature class for juniors and seniors were each observed for a semester. Students were asked to provide their definitions of knowledge and learning in a survey. From the 36 responses received, four perspectives emerged: (1) knowledge is content, while learning is process; (2) knowledge is process, while learning is interaction; (3) knowledge is global, while learning is memorization; and (4) knowledge is global, while learning is willingness to broaden horizons. When asked to describe a class discussion they enjoyed and to explain what they thought made a successful class discussion, students mentioned the topic, participants, atmosphere, and teacher involved. Conclusions of the study gave rise to attempts to improve class discussions. Groups of students took part in "fishbowl" discussions, addressing topics in small groups while the rest of the class observed. In a "conflict corners" student. These essays, however, are very unreliable indicators of student abilities. Instructors may learn a great deal more by asking students directly to assess their own abilities as writers, as students' responses show. These responses disclose a wide variety of writing experiences among students, and they enable the teacher to assess where a student is starting from better than any other type of assignment. Students, for instance, are often keenly aware of writing as a process. Many two-year college students have a negative view of their previous writing instruction, complaining that "regular" high school English classes offer little help to average writers. Interestingly, students often complain that they were not asked to write much in high school English courses. With proper follow-through, the writing autobiography provides the teacher with useful information about the students' skills and needs, and it also invites students to monitor their own development as writers. Finally, it helps set the tone for the course by respecting students as thinkers and inviting them to picture themselves as writers. (HB)

ED 346 471 CS 213 385

Shapiro, Nancy
Rereading Multicultural Readers: What Definition of Multicultural Are We Buying?
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College English; Cultural Context; Cultural Pluralism; Educational Philosophy; *Freshman Composition; Higher Education; Multicultural Education; *Multicultural Textbooks; *Textbook Content; Textbook Research; Thematic Approach
IDENTIFIERS- Writing Contexts

A flood of new multicultural readers and textbooks are hitting the market for writing and literature courses at the college level. Yet there has been no systematic examination of how these readers are being used, the purposes and audiences for which they are written, or the critical reception they have received. Multicultural readers distinguish themselves in several ways: they encompass broad ethnic and cultural sources, and they often include maps which display geographical coverage. Some texts rely heavily on a western anthropological viewpoint. Gender has become an important consideration, insuring that a significant percentage of writing by women is represented. Also, they are structured according to different voices, rather than a more traditional emphasis on thematic concerns. These textbooks influence the teaching of composition profoundly, since most writing instructors depend heavily on their texts. Multicultural textbooks tend to have underlying theories of pedagogy which feature: (1) a celebration of self-reflection; (2) a pedagogy that is relativistic; (3) an emphasis on "active reading techniques"; and (4) a stress on collaborative learning. An emphasis in the readings is on narrative, which is easily accessible and highly personal. Finally, teachers should consider to what extent their efforts to recognize and teach diversity will ultimately result in empowering their students. Cultural diversity, after all, is not the only, or even a primary goal of a writing class. (A his resentments. The instructor is well advised to commend a writer for expressing his views and reserve criticisms of early compositions, which tend to be radical. Another reality of prison life must be confronted: discipline, which may be the most serious aspect of teaching in prisons. Prisoners tend to resent authority and utilize tactics of intimidation. Prison instructors will face apprehension, but an air of assurance and confidence, even if feigned, is essential. Although teaching in prisons can be satisfying, it is a challenging and difficult environment to which some instructors, once out, prefer not to return. (HB)

ED 346 489   CS 213 408

Ybarra, Raul
"Western Essayist Literacy"--A Way of Teaching.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Discourse Modes; *Essays; Higher Education; Social Differences; Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- Academic Discourse; Basic Writers; Composition Theory

College students, when writing essays in writing courses, are generally called upon to show that they have an ability to organize the essay according to an established pattern which includes an introduction, the body of the text, and a conclusion. This pattern of discourse, called "Essayist Literacy," is most favored by mainstream society. However, enlisting students to learn and use the language of mainstream academia is obviously not all there is to learning how to write well. Writing instructors must look beyond what they teach to how they teach it. To examine how writing teachers teach and the effects of that teaching on students, a study was conducted by observing one basic writing course for an entire semester, audiotaping all class sessions, and taping conversations with the students and instructor as well as conferences. The discourse patterns of the essayist literacy style dominated the class both in written and oral communication. This discourse pattern is not limited to composition courses, but pervades the college and virtually all social groups. Composition textbooks and handbooks also strongly hold to these patterns. Writing instructors must look at this model of discourse carefully in terms of its implications for the classroom. Clearly, the farther a student's culture is from the mainstream culture, the more problems that student will have when it come to doing well in schools based on the essayist literacy pattern. (Eighteen references are attached.) (HB)

ED 346 490   CS 213 411

Smith, Charles A.; Gutsch, Gayla
Grandletters--A Correspondence Program for Grandparents and Their Grandchildren.
PUB DATE- Mar 85
NOTE- 21p.
LANGUAGE- English

Minnie Bruce Pratt. According to Bakhtin's scheme, a fiction can be read most profitably by viewing it as a living mix of varied and opposing voices that lend themselves to creative interpretations. In Bakhtinian terms, readers should be trained to recognize how authors "dialogize" both "authoritative" and "innerly persuasive" words of the text. One of Pratt's primary objectives is to ensure that authoritative language loses its absolute authoritativeness. In the first exercise, then, students identify when Pratt dialogizes authoritative language to deprive it of its authority. Pratt adapts the authoritative language of legal statutes against sodomy into her poem. Pratt also decenters authoritative language in her retellings. Thus, students come to understand the uneasy authority of authoritative language. Pratt also dialogizes innerly persuasive words. The second exercise for students entails the analysis of Pratt's inner argument and how this is made public through the poems. Pratt's deep commitment to words results in her dialogizing authoritative and innerly persuasive words, and in her fidelity to "her own words." Thus, literary language is seen for what it truly is: a living mix of varied and opposing voices, developing and renewing itself. (HB)

ED 346 509 CS 213 450

Horner, Bruce
Re-inventing the Epistemic Approach: Continuing a Resistant Tradition.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Practices; *Epistemology; Higher Education; Rhetorical Theory; Teaching Methods; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- *Composition Theory; *Rhetoric as Epistemic

The contradictory reception given the epistemic approach to composition pedagogy results from a resistance to simple transmission which is built into the approach, so that the approach is constantly re-invented by its practitioners. According to the epistemic approach, truth is dynamic rather than static, and thus continually being re-invented rather than discovered. Thus, if the epistemic conception is correct, a teacher cannot teach epistemic rhetoric by just handing out statements explaining the position. Instead, the epistemic rhetoric consists of a "resistant" tradition in three ways: it resists identification of itself; it teaches students to resist knowledge as statically conceived; and it even resists the notion of resistance as a method. Resistance takes the form of a two-fold movement: articulations of epistemic philosophy, but framed in ways which resist reification of that philosophy. This two-fold movement is illustrated in the works of Bill Coles and David Bartholomae, who both resist "received," static knowledge. Both have also discouraged other teachers from taking their works as blueprints by sometimes publishing in nonconventional forms. Finally, both write in densely textured styles requiring active readerly participation. The resistance to ready formulation which typifies both of these writers has made their work unusually liable to contradictory interpretations. Thus, compositionists should question the means by which traditions in teaching have been traced or for the future has also been found where public broadcasting has been examined, especially in the calibre and intelligence of a number of leading public broadcasting figures now working in a range of countries throughout the world. (SG)

ED 346 529 CS 507 853

Schnell, Jim
Self Expression through Public Speaking: A Short Course for Middle School Students.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Curriculum Guides; Intermediate Grades; Junior High Schools; Lesson Plans; Middle Schools; *Minicourses; *Public Speaking; Self Expression; *Speech Instruction
IDENTIFIERS- *Middle School Students

This paper describes a short course for middle school students that was sponsored by the Higher Education Council of Columbus, Ohio, and undertaken to promote the development of self-expression capabilities by using public speaking as a communicative channel. The class was designed to be completed in three class meetings of three hours each, convening once a week. Included in the guide are the following: (1) detailed lesson plans for each of the class meetings; (2) instructions for individual speech assignments; (3) a list of lecture topics covered at each class meeting; (4) objectives and criteria by which the speeches should be formulated and judged; (5) a copy of the course description which is used for advertising the course; (6) a copy of the letter sent to parents at the beginning of the course, emphasizing that the parents should not plan on attending since this has been shown to significantly inhibit speakers; and (7) a copy of a course completion certificate which is awarded to each student upon finishing. (HB)

ED 346 530 CS 507 855

Burns, Gary
Popular Culture Studies and the Politics of Educational "Crisis."
PUB DATE- 6 Jun 92
NOTE- 13p.; Paper presented at "The Future of Popular Culture Studies in the Twenty-First Century" Conference (Bowling Green, OH, June 6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservatism; Cultural Context; Educational Finance; Financial Problems; *Higher Education; Humanities; Mass Media; *Political Issues; *Politics of Education; *Popular Culture; *Tenure; Tenured Faculty
IDENTIFIERS- Educational Issues

The conservative position on the crisis in the humanities is fundamentally antidemocratic and poses a danger to popular culture studies. This can be demonstrated by taking issue with conservatives' usage of the terms "crisis" and "politics." A crisis is an urgent problem, but by labeling something a crisis which is not, attention is distracted from actual urgent on the structure of the book. A 73-item bibliography follows the introduction. The 14 country studies in the book are grouped in 5 sections by their geographical location in the world: (1) Africa (Botswana, The Gambia, and Seychelles); (2) Asia (Brunei Darussalam and Maldives); (3) Caribbean (Barbados, Dominica, Guyana, Montserrat, and St. Lucia): (4) Europe (Jersey and Malta); and (5) South Pacific (Kiribati and Solomon Islands). In most cases, the authors of the case studies were administrators in ministries of education, dealing on a day-to-day basis with the issues that they address. Among the group of statistical indicators that precedes each case study is the Human Development Index based on average life expectancy, adult literacy, and the power to buy commodities for satisfying basic needs. Dispersed within the book are 19 figures and 27 tables. A list of acronyms precedes the case studies and an index concludes the publication. (MLF)

ED 346 550 EA 023 899

National School District Partnership Survey. Statistical Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Rockwell International, Downey, CA.
PUB DATE- Nov 91
NOTE- 39p.; Small type in Appendix C (survey instrument) may not reproduce well in paper copy due to small print. Funding also received from AutoZone, Inc. and NYNEX Corporation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; National Surveys; *School Business Relationship; *School Community Relationship; *Volunteers
IDENTIFIERS- *Partnerships in Education

Findings of a national survey that gathered information about the status of volunteer and partnership programs are presented in this report. Data were derived from a survey that was mailed to 1,532 school districts during March to August 1991. Out of 1,337 usable responses, 738 districts indicated the existence of partnerships during the 1989-90 school year. Each school provided information about the type of area served, number of volunteers, the dollar value of goods and services realized, type of sponsors, contacts, objectives and activities, and target populations. Findings indicate that partnership program activities were closely related to the needs identified in the national education goals--improved academic achievement in the content subjects, substance abuse prevention, and dropout reduction. The importance of business/community groups' contributions to educational improvement is confirmed and recommendations are made. Also included are the National Association of Partners in Education, Inc. (NAPE) mission statement and lists of its board of directors and publications. Twelve figures are included. Appendices contain the National Center for Education Statistics (NCES) 1989 survey report, a standard error chart and nine tables of survey findings, and a copy of the NAPE survey. (LMI)

ED 346 551 EA 023 902

Paterson, Fiona M. S.
Out of Place: Public Policy and the Emergence of Truancy. Education Policy Perspectives Series.
PUB DATE- 89

IDENTIFIERS- *Hierarchical Linear Modeling; *Pennsylvania

Educational research on the factors of student achievement has been limited by its failure to consider the multilevel or hierarchical nature of most data. This study used a nonexperimental regression-based procedure, hierarchical linear modeling (HLM), to empirically develop a predictive model of fifth-grade achievement in reading and mathematics for a statewide data set at both the individual student and school district levels. The database was comprised of reading and mathematics achievement test scores of 86,227 elementary students in Pennsylvania who were enrolled in third grade in 1986 and in fifth grade in 1988. Findings indicate that only a small portion of the variability in individual achievement is potentially explainable by district-level factors. HLM was also used to identify district-level factors that explain the variation in district mean achievement and within-district relationships. For example, a small effect of class size was revealed in increasing the within-district relationship between prior ability and student achievement. These results permit the formulation of a wider range of policy inferences than is possible with conventional regression analyses. One figure and six tables are included. (27 references) (LMI)

ED 346 571 EA 023 997

Cooley, William W.
Confidentiality of Education Data and Data Access. Pennsylvania Educational Policy Studies Number 7.
PUB DATE- 30 Apr 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Confidentiality; Confidential Records; *Data Collection; *Disclosure; Elementary Secondary Education; Ethics; *Privacy

Issues of confidentiality in educational data collection and access are examined in this paper, with attention to the treatment of confidential data. Confidentiality problems faced by the National Center for Education Statistics (NCES) are discussed in relation to the 1988 Hawkins-Stafford amendments, which protect the privacy rights of individuals. The use of computers as threats to privacy and the importance of sharing data among researchers are also discussed. Suggestions for allowing access to NCES data include inventing an array of solutions, developing data files that prevent disclosure, and collapsing categories in descriptive fields. Data collection strategies are to develop uniform reporting procedures and to model state replications of relationships. Respecting individual privacy rights should be the first priority of the educational researcher. (13 references) (LMI)

ED 346 572 EA 024 002

Gaines, Gale
Coping with the Sluggish Economy: State Responses to Revenue Shortfalls and Their Significance for Public Schools and Higher Education.
PUB DATE- Dec 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Information is presented in the following six categories: (1) curriculum requirements that all school districts must meet; (2) directions to the state board of education and the state board of teaching to develop curriculum or education programs; (3) curriculum requirements that are a condition of eligibility for certain kinds of revenue, including aid and grants; (4) curriculum requirements that define eligibility for teacher licensure or participation in certain programs; (5) the curriculum review process; and (6) other curriculum requirements that have a more localized or narrower impact. Each statute is listed and its relevant function is briefly identified. (LMI)

ED 346 593 EA 024 033

Larson, Lisa; Fine, Kerry Kinney
State High School Graduation and College Preparation Requirements Compared. House Research Information Brief.
PUB DATE- Sep 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *College Bound Students; *College Preparation; Credits; *Graduation Requirements; Higher Education; High Schools; *Required Courses
IDENTIFIERS- *Minnesota

A disparity in high school coursework currently exists between college preparation requirements and state board/school district graduation requirements in Minnesota. Because graduation requirements are general, the extensiveness and quality of curriculum requirements can vary greatly by school district and building. This information brief compares Minnesota high school graduation requirements and college preparation requirements. Findings are that: (1) extensive variation in school districts' educational goals contributes to variation in such curriculum areas as vocational education and elective course offerings; and (2) the state board of education is proposing to amend its rule governing graduation requirements and minimum program offerings. A chart offers comparisons of the state's high school graduation and college preparation requirements for grades 10-12 and shows that the state's postsecondary education system preparation requirements exceed those for high school graduation. Three implications for students are identified. (LMI)

ED 346 594 EA 024 034

Palaich, Robert M.; And Others
Statewide Restructuring of Education: A Handbook for Business.
PUB DATE- May 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; *Educational Change; Elementary Secondary Education; Private Sector; *School Business Relationship; *School Restructuring; *State Action; *Statewide Planning; Systems Approach

Practical information for businesspeople in support of fundamental, collaborative educational change is presented in only when the student population was homogeneous. When high- and low-SES schools were examined separately, upper-SES schools had the smallest variation in student achievement in the effective schools. Conversely, the lower SES schools had the smallest variation in student achievement in the ineffective schools. The results point to the importance of considering the variance of student achievement and its relationship to SES variables in studies of school effectiveness. Three tables are included. (21 references) (LMI)

ED 346 614 EA 024 067

Gray-Whiteley, Peter
Myth, Allusion, and Education.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Literature; *Educational Philosophy; Elementary Secondary Education; *Holistic Approach; *Mysticism; *Mythology; *Role of Education; Story Telling
IDENTIFIERS- *Shamanism

This paper attempts to reconcile the notion of a planetary future with shamanism, presenting the theme that any planetary future will be severely diminished unless shamanic experiences and outcomes are considered in the understanding of education. Methodology was based on participant observation conducted at a medicine lodge at Bengal Mountain, Oklahoma. The first part discusses the link between the notion of a planetary future and shamanism as found in the work of Joseph Campbell, who asserted that myth, mystery, experience, and the sacred are the fundamental sources of education. Shamanism serves a pedagogical function "of how to live a human lifetime in any circumstances," and any meaningful myth must operate at the global level. Shamanism is a deliberate experience through which mystery can be accessed. A story from "Black Elk Speaks" is used to demonstrate that education needs to become literate in the shamanic sense--to tell stories that authenticate mystery by viewing the planet and beyond as local and sanctified. (39 references) (LMI)

ED 346 615 EA 024 068

Rusch, Edith A.
Strategic Planning: Looking through the Lens of Foucault.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; *Democratic Values; *Educational Planning; Elementary Secondary Education; *Models; *Power Structure; School Community Relationship
IDENTIFIERS- Discourse; *Foucault (Michel); Knowledge Production and Utilization; *Strategic Planning

Strategic planning is a rational, private-sector planning model suggestions to bring about positive interactions with persons with ADD, notes four commonly held myths about ADD and facts dispelling the myths, and lists four organizational and nine printed resources for more information. (JDD)

ED 346 634 EC 301 245

Blindness and Visual Impairments: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 89
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Alcohol Abuse; At Risk Persons; Drug Abuse; Interaction; *Intervention; Organizations (Groups); *Prevention; Resources; *Substance Abuse; *Visual Impairments

This leaflet notes the definition of statutory or legal blindness, its incidence, and its etiology and then discusses the implications of alcohol and other drug use with individuals with visual impairments. The guide focuses on increased risks for alcohol and other drug problems among individuals with blindness and emphasizes that prevention efforts should include information specific to the person's disability. Possible solutions to access problems experienced by individuals with blindness are identified, and suggestions are offered to improve positive interactions. Three myths about blindness are outlined and dispelled by factual information. The guide concludes with a list of four organizations, two community contacts, one government agency, and five references. (JDD)

ED 346 635 EC 301 246

Deafness and Hearing Loss: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 90
NOTE- 9p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Alcohol Abuse; Communication Problems; *Deafness; Drug Abuse; *Hearing Impairments; Interaction; Interpersonal Communication; *Intervention; Organizations (Groups); *Prevention; Resources; *Substance Abuse

This guide to alcohol and other drug abuse problems among individuals with deafness and hearing loss begins with a discussion of communication difficulties and methods. The guide considers the implications of alcohol and other drug use for individuals with hearing loss and then for individuals with deafness, and comments that prevention efforts should include project methodology. The major portion of the document consists of appendices including the teacher's manual and the activity worksheets covering the eight simulations of the following: the physical science laboratory, finding elapsed time, finding length and width, finding area, finding distance using a map, finding seasonal temperatures, and experiments concerned with refrigerators and the pendulum. Teacher and student evaluation forms are also appended. (Nine references) (DB)

ED 346 654 EC 301 266

Update on Gifted Education. Volume 1, 1991.
PUB DATE- 91
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Bilingual Students; *Curriculum Development; Elementary Secondary Education; Environmental Education; Evaluation Methods; *Gifted; Gifted Disabled; Grouping (Instructional Purposes); Inservice Teacher Education; Interdisciplinary Approach; Learning Disabilities; *Minority Groups; *Program Administration; Program Evaluation; Staff Development; Student Educational Objectives; Student Evaluation; *Talent; Thematic Approach
IDENTIFIERS- Differentiated Curriculum (Gifted); Diversity (Student); *Texas

This document is the first volume of a projected quarterly publication designed to assure that the most current information, both on the latest research and on successful practices in the field of gifted education is made available to schools as quickly and efficiently as possible. The four issues of this volume contain the following articles: "Developing Defensible Identification Procedures" (Tommie Sue Anthony); "A Holistic Approach to the Identification of Gifted Youth" (Mary M. Keller); "Using Product Portfolios for Student Assessment for Gifted Programs" (Julie Duncan and Edie Dougherty); "Identification of Gifted/Talented Students: Questions and Answers" (Evelyn Hiatt and Jeanette Covington); "Developing Curriculum for Gifted/Talented" (James L. Coffey); "Multidisciplinary Programs at the Elementary Level" (Michele J. Riojas); "Developing Student Objectives That Are Differentiated for Gifted/Talented Students" (Judith L. Martin); "An Interdisciplinary Unit on Environmental Studies" (a unit based on a program developed by Tom Weldon and adapted for use in Texas schools by Betty Strickland); "Curriculum Development: Questions and Answers" (Evelyn Hiatt and Jeanette Covington); "Eliminating Four Barriers to the Identification of Gifted Minority Students" (Mary Frasier); "Gifted Learning Disabled Students: Questions and Answers" (Anne J. Udall); "The Bilingual Gifted: Viable Strategies for Effective Programming" (Mary T. Kolesinski); "An Update on the Javits Project: Identifying and Serving Disadvantaged Gifted Youth" (Evelyn L. Hiatt); "Identifying and Serving Diverse Populations: Questions and Answers" (Evelyn Hiatt and Jeanette Covington); "Evaluating Programs for the Gifted" (Carolyn M. Callahan); "Issues Related to Grouping and Gifted Education" (Kathy Hargrove); "Thematic-Based Curriculum: The Key to Connected Learning" (Violet Henney and Nora Woods); "Elements of a Quality Staff Development Program" (Susan Johnsen); "Developing a Scope and Sequence for Gifted/Talented Education" (G. Wayne Craigen and Adelle McClendon); and "Questions and Answers: Administrative Issues" (Evelyn Hiatt and Jeanette Covington). (DB) checklist. (JDD)

ED 346 673 EC 301 286

Silverman, Linda Kreger, Ed.
Understanding Our Gifted. Volume 3, Issues 1-6, 1990-91.
PUB DATE- Aug 91
NOTE- 121p.; For volume 2 issues, see ED 337 947.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Art; Child Rearing; Counseling Techniques; *Creative Development; *Creativity; Cultural Differences; Divergent Thinking; *Educational Methods; Elementary Secondary Education; Fine Arts; Freehand Drawing; *Gifted; Personality Traits; Preschool Education; Program Administration; Role Playing; Special Programs; *Student Development; Teaching Methods; Underachievement

This document consists of six issues of a newsletter subtitled "Dedicated to Helping Gifted Children Reach their Full Potential." These issues focus on personality types, program administration, creativity, counseling, the arts, and cultural diversity. Feature articles have the following titles and authors: "A World of Difference: Children and Psychological Type" (Diane Farris); "Personality Patterns of the Gifted" (Shelagh A. Gallagher); "The Principal's Role in Gifted Education" (Holly M. Hultgren); "The Pullout: Still a Useful Program Model?" (Suzanne H. McDaniel); "The Divergently Thinking Child" (Deirdre V. Lovecky); "Creativity in Gifted Education: Encouraging Innovation" (Jerry D. Flack); "Wearing Their Shoes: Role Playing to Reverse Underachievement" (F. Richard Olenchak); "Preventive Counseling for the Gifted" (Linda Silverman); "Arts, Talents and Gifts" (Kenneth R. Seeley); "Drawing: A Visual Approach to Learning" (Jeanie Goertz); "Giftedness, Cultural Diversity, and the Old Melting Pot" (Carole Ruth Harris); and "Cultural Diversity in Gifted Education" (Joyce VanTassel-Baska). The issues also contain regular columns such as "Kaleidoscope," "Instructional Strategies," "Parenting the Gifted," "The Reading Room," "The Highly Gifted," "Bright Beginnings," "Personality Plus," "Creative Ventures and Encounters," "Hidden Gifted Learner," "Current Developments in Gifted Education," and "From Parent to Parent." (JDD)

ED 346 674 EC 301 287

Child Identification: Sample Procedures. A Technical Assistance Document.
PUB DATE- Jan 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Administrator Role; *Compliance (Legal); Databases; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Eligibility; Federal Legislation; Guidelines; *Handicap Identification; *Outreach Programs; Preschool Education; Program Evaluation; Publicity; Recordkeeping; School Community Programs; Student Evaluation
IDENTIFIERS- *Child Find; *Kentucky

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Acquired Immune Deficiency Syndrome; Alcoholism; *Civil Rights; *Disabilities; Drug Addiction; Due Process; Educational Legislation; Elementary Secondary Education; Employment; Equal Education; Federal Aid; *Federal Legislation; Hearings; Parent Rights; Student Rights
IDENTIFIERS- Education of the Handicapped Act 1970; Oregon; *Rehabilitation Act 1973 (Section 504)

This paper addresses educational implications of Section 504 of the Rehabilitation Act of 1973 which prohibits programs receiving federal financial assistance from denying services to or discriminating against individuals with disabilities. Individual sections cover: legal definitions (e.g., "individual with handicaps" and "discrimination"); procedural requirements of Section 504; school district obligations for elementary and secondary education; special issues regarding students addicted to drugs or alcohol; special considerations for students having AIDS (Acquired Immune Deficiency Syndrome) or HIV (Human Immunodeficiency Virus) infection; program accessibility; employment practices; and major differences between the Education of the Handicapped Act (EHA) and Section 504. Appendices include a sample letter to parents; various Office of Civil Rights Senior Staff Memoranda on legal questions; and a report on an Oregon due process hearing for an alcoholic student. (DB)

ED 346 694 EC 301 309

Wilson, Darla; Brodsky, Meredith
Showing Progress in Early Intervention Programs.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Mental Health and Developmental Disability Div.
PUB DATE- 91
NOTE- 49p.; Also sponsored by the Early Intervention Council.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; *Disabilities; *Early Intervention; Eligibility; Mainstreaming; Preschool Education; *Program Effectiveness; School Demography; State Programs; *Student Evaluation
IDENTIFIERS- *Oregon; *Oregon Preschool Assessment System

This evaluation report of Oregon's early intervention programs describes the Oregon Preschool Assessment System, presents demographic information, and summarizes results of analysis of data on children's progress. It concludes that the infants and children enrolled (2,740 in 1991) are making substantial gains in all areas assessed. These gains occur across age groups, type of program, severity of disability, and level of integration. It recommends review and revision of the Oregon Preschool Assessment System (OPAS). This measure assesses the child's social, communication, cognitive, academic, self-help, and motor skill areas. Demographic information is based on 1991 OPAS data sheets and is analyzed in terms of age groups, type of program, level of integration, and determination of eligibility. Statistics showing student gains are provided for each skill area, for both 1990 and 1991, for each age (0-6), and by type of program. (DB)

ED 346 695 EC 301 310

PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blue Collar Occupations; *College Graduates; Compensation (Remuneration); Educational Background; Employed Women; *Employment Practices; Fringe Benefits; Higher Education; *High School Graduates; High Schools; Males; Participant Characteristics; Professional Occupations; *Salary Wage Differentials; Statistical Data; *Trend Analysis; Vocational Education; *Wages; White Collar Occupations

Wage analyses of several government surveys suggest that substantial, broad-based reductions in real wages occurred in the final years of the 1980s recovery. (Data sources are the hourly compensation data from the Employment Cost Index series and wage data from the Current Population Survey.) The wages of those who lost the most in the 1980s (high school graduates, blue-collar workers, and men) have continued to fall in recent years. Groups who enjoyed wage gains in the 1980s (college graduates, white-collar workers, and most women) have been experiencing falling real wages since 1987. Available data show a decline in average hourly compensation that began in 1987. Average wages have fallen 6 percent since 1987. Data show the following trends: (1) the median hourly wage for men in 1991 was 2.6 percent less than in 1989 and 14 percent less than in 1979; (2) the 5.3 percent gain in the median hourly wage for women from 1979 to 1989 was nearly entirely reversed by the 4 percent reduction from 1989 to 1991; (3) in the final stages of the last recovery, the wages of college-educated, white-collar workers began falling; (4) among men, only those with advanced or professional degrees had growing wages; (5) wages for male high school graduates had severely declined, down 16.1 percent from 1979 to 1991; and (6) New England was the only region to experience wage growth in the 1980s, but most New England states are now experiencing sizable wage reductions. (Appendixes include information on data sources and computations and a news release.) (YLB)

ED 346 243   CE 061 201

Longo, Alceu Natal
Education and Training in Natural Forest Management. Training Discussion Paper No. 88.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conservation (Environment); Conservation Education; *Developing Nations; Economic Development; *Educational Needs; Educational Policy; Foreign Countries; *Forestry; Forestry Aides; Forestry Occupations; *Job Training; *Lumber Industry; Postsecondary Education; Technical Education; Trees; Vocational Education
IDENTIFIERS- *Brazil

A program for natural forest management in developing countries consists of several integrated projects. Although aimed at establishing norms and criteria for natural forest management in Mata Atlantica (Atlantic Forest) in southern Brazil, the norms also apply to other types of tropical vegetation in order to ensure continuous economic exploitation of forest resources, maintain their genetic patrimony, and respect the delicate

Programs; Job Skills; Literacy Education; *Manufacturing Industry; Material Development; *Mathematics Instruction; Mathematics Skills; Needs Assessment; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Two Year Colleges
IDENTIFIERS- Oregon; *Workplace Literacy

Leupold & Stevens, Inc. and Portland Community College (Oregon) cooperated in offering special math instruction as part of a workplace literacy project. A needs assessment indicated a problem in basic math skills such as simple calculations on a calculator and decimals, which were used on blueprints. Operators, set-up workers, and lead workers in parts manufacturing were the target group. Although the company was very committed to the program, it was not willing to commit company time; all instruction was fully voluntary after work hours. During the first class offering, the need for two changes became apparent: class reimbursement and narrowed content. The curriculum was self-paced and somewhat self-instructional with students working only in areas of interest. Most students took at least seven modules. (The 10-page report is followed by appendixes, including completed applications for the blueprint math class, completed learner and supervisor evaluations, and sample math skills materials. These materials include objectives, pretest, posttest, and worksheets in the areas of blueprint, decimals, fractions, percentages, right triangles, measurement, and metric conversion. A final report contains questionnaires, attendance sheets, new instructional materials, student records, and learner and supervisor evaluations.) (YLB)

ED 346 261 CE 061 263

Schneider, Ann L.
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5C: Workforce Literacy at LWO Corporation. English in the Workplace (Beginning and Intermediate). Instructors' Reports and Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 91
NOTE- 112p.; For final report, see CE 061 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Colleges; Cooperative Programs; Curriculum Development; Educational Cooperation; English (Second Language); *Inplant Programs; Job Skills; *Limited English Speaking; Literacy Education; *Manufacturing Industry; Material Development; *Needs Assessment; Peer Influence; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Two Year Colleges
IDENTIFIERS- Oregon; *Workplace Literacy

Interviews with managers and other staff were used to assess the communication and language development needs of limited-English-proficient (LEP) workers at Lattice Works of Oregon (LWO) Corporation. Task analysis was used by Portland Community College (Portland) to develop a curriculum for twice-weekly classes held before or after shift changes. The curriculum focused on the critical communication tasks of following job satisfaction. The Idaho Employer Followup questionnaire obtained employers' ratings of Idaho high school graduates. Usable data were obtained from 2,073 of 2,425 transcripts, 1,381 of 2,112 students, and 73 percent of the 442 employers named by students. Findings showed that both vocational and nonvocational concentrators would favor a college preparation curriculum, if they could do it over. The only significant differences in first jobs were that the nonvocational concentrators had more jobs in the service worker category and vocational concentrators had more in the laborer category. Vocational concentrators experienced fewer major problems in finding their first job. Five years after graduation, more vocational concentrators were self-employed, fewer were unemployed, and fewer were still continuing their education. Both groups had about the same overall level of satisfaction with their current job. Employers did not rate the groups significantly differently. (An attached commentary summarizes public education changes that have significantly affected vocational education since 1983.) (YLB)

ED 346 280 CE 061 290

Assessing the Nation's Literacy: A State Policy Primer.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Assessment; *Evaluation Methods; Evaluation Utilization; Guides; Illiteracy; Literacy Education; Public Policy; Research Design; Research Methodology; State Programs; *Statewide Planning

This primer is designed to provide a step-by-step guide for state policymakers and state agency officials interested in assessing the literacy skills of the people of their state. Chapter 1 describes the importance of assessing the literacy skills in each state. Literacy is discussed as an economic necessity, a requirement for a healthy democracy, and a critical first step toward meeting the national literacy goal. Chapter 2 describes the five significant steps that have been taken since 1988 to improve knowledge about literacy and provides examples of successful literacy assessments. Chapter 3 provides a seven-step guide to designing and implementing a statewide literacy assessment. Chapter 4 explores three options for conducting state literacy assessments: participating in the National Adult Literacy Survey being conducted by the Educational Testing Service, conducting a separate statewide assessment, and developing proxy measures by using secondary data and national surveys. The costs and benefits of each approach are discussed as are the benefits of using multiple methods to refine each. Chapter 5 includes a discussion of how the results of a state literacy assessment fit into an overall literacy policy strategy that advances welfare reform, economic development, and education initiatives or other national or state policy goals. (Appendixes include a closer look at the steps that are necessary for conducting a literacy assessment, 6 endnotes, and a list of 19 works consulted.) (YLB)

ED 346 281 CE 061 292

to vocational teachers for integrating math, science, or language arts into the vocational curriculum. It contains over 100 citations of textbooks, videos, and computer software. The citations include a concise description of the material, the format, the supplier, and price/order information when appropriate. The catalogue is organized by vocational subject area and then by academic subject--math, science, and language arts. Citations relating to employability skills and entrepreneurship are also included. These vocational subject areas (and academic subjects) are included: agriculture (math); business education (employability skills, language, math); home economics (employability, language, math); marketing education (employability skills, entrepreneurship, language, math); special needs (language, math, science); trade and industrial education (math); and vocational education, general (employability, language, math). An index of titles according to academic subject concludes the catalogue. (YLB)

ED 346 299 CE 061 339

Sarmiento, Tony
Do Workplace Literacy Programs Promote High Skills or Low Wages? Suggestions for Future Evaluations of Workplace Literacy Programs.
PUB DATE- Jul 91
NOTE- 6p.; Published in the July 1991 issue of "Labor Notes," a monthly newsletter of the Center for Policy Research, National Governors Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Employer Attitudes; *Employment Practices; Human Resources; *Job Training; *Labor Force Development; *Literacy Education; Policy Formation; Productivity; Program Development; Public Policy; Skill Development; Wages
IDENTIFIERS- *Workplace Literacy

Workplace literacy programs can support the path toward either low wages or high skills. Instead of the "high skill" path, most U.S. companies follow the "low wage" path. Depending on who is involved, which program goals are selected, and what planning process is followed, a workplace literacy program can maintain outdated workplaces or foster high performance workplace structures. Workplace literacy programs at companies on the "high skill" path tend to be broader and less job specific than in "low wage" companies. They are usually integrated into other worker training and education programs offered at the workplace and are more likely to be part of larger human resource policies. The workplace literacy program planning process is likely to be a top-down, prescriptive process in "low wage" companies. In a "high skill" work organization, basic skills problems are recognized and handled through the participatory process and structure already in place. Policymakers need to support workplace literacy programs and policies that aim to enlarge the five percent of employers that have shifted to high performance work structures. Future evaluations should examine program impact on work organization and employer practices rather than focusing exclusively on learner outcomes. Evaluation efforts need to be more aware of the larger political, cultural, and workplace environment in which these programs operate. (YLB)

ED 346 300 CE 061 343

in an educational system that is in need of reform. The Southern Regional Education Board presented recommendations for raising the academic and technological literacy of high school graduates: vocational students must combine academic and vocational studies; and general curriculum students must study one or more academic areas in depth. All stakeholders must be involved in making changes necessary for reform: curriculum changes, organizational restructuring, and improved relationships with postsecondary education or employment. Eight integration models are as follows: (1) incorporating more academic content in vocational courses; (2) combining teachers to enhance academic competencies in vocational programs; (3) making academic courses more vocationally relevant; (4) curricular alignment; (5) the senior project; (6) the academy model; (7) occupational high schools and magnet schools; and (8) occupational clusters, career paths, and occupational majors. Several elements of success have been identified: vision and commitment; consistent support; funding resources; teacher autonomy; program evaluation; teacher training; and implementation time. (NLA)

ED 346 318 CE 061 408

Wagner, Judith O.
Job Search Methods. ERIC Digest No. 121.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Planning; *Employment Interviews; Employment Qualifications; Guidelines; *Job Application; *Job Search Methods; Newspapers; *Resumes (Personal); Social Support Groups
IDENTIFIERS- Employment Agencies; ERIC Digests

Steps in preparing and conducting a job search include the following: (1) developing a resume; (2) locating prospective employers; (3) applying for the job; (4) interviewing; and (5) following through. The two types of resumes are the chronological and the functional. Most application forms require some basic information: name, address, and telephone number; social security number; previous job experience; educational information; and references. Among the most frequently used methods of locating employers are cold calls, networking, newspaper ads, and employment agencies. In applying for a job, the cover letter should be personalized and contain relevant information for the job being applied for. The job interview involves an exchange between people trying to find out whether they can work together to mutual benefit. Advance preparation and knowledge of interview etiquette are important. Follow-up includes a thank-you letter and a phone call. (A bibliography lists 16 examples of the types of materials found at career centers and the public library.) (NLA)

ED 346 319 CE 061 409

Imel, Susan
Reflective Practice in Adult Education. ERIC Digest No. 122.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.

Course Assessment Method (DCAM) was developed in the public domain and customized to the needs of the Cleveland City School District. The approach is designed to minimize the influence of implicit judgments and perceptions. The DCAM structure consists of three interrelated components: the information selection framework, the scoring process, and the ranking process. Forty-one courses were selected for the pilot test of the DCAM. A group of employers, school administrators, and vocational administrators was convened to pilot test a procedure for obtaining DCAM information components and performance measure weights. One limitation in the application of the statistical procedures using pilot-test data is that these data were incomplete. Two conclusions can be drawn from the statistical analyses: (1) the DCAM approach can be statistically validated; and (2) the DCAM works optimally with stakeholder involvement. The data lend empirical support for stakeholders' involvement and show the relative contribution of the model's information components and performance measures. (Twenty-two exhibits are included. Appendix A contains the information set used in the pilot test. Appendix B contains the revised information set.) (NLA)

ED 346 337 CE 061 442

Perrin, Burt
Literacy and Health Project. Phase One. Making the World Healthier and Safer for People Who Can't Read. Research Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Health, Toronto.; Ontario Ministry of Skills Development, Toronto.
PUB DATE- 15 Nov 89
NOTE- 70p.; Summarized in "Research Findings" section of CE 061 443.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accidents; Adult Basic Education; *Adult Literacy; Developed Nations; *Diseases; Economically Disadvantaged; Foreign Countries; Health Education; Health Materials; *Illiteracy; Life Style; Literacy Education; *Physical Health; Poverty
IDENTIFIERS- Ontario

A research study examined the relationship between illiteracy and health. The study used the following methods for gathering information: review of health status data from major Canadian health status surveys; multidisciplinary literature review across areas including medicine, health education, development, literacy, education, poverty, and socioeconomic status; questionnaire sent to health and literacy organizations across Ontario; three case studies at different sites in Ontario; and key informant interviews. The major finding was that illiteracy had a major, negative impact on health. This finding was consistent across a wide variety of measures of health status, including overall levels of mortality and morbidity, self-rated health, activity limitation, infant development, accidents, and a wide range of diseases. Evidence suggested that illiteracy leads to poorer health through a combination of both direct and indirect intervening variables. Potential solutions are grouped under the headings of social policy action, heightened awareness within the health community, working together with the community, provision of health information in nonwritten forms, and simplification of written information about health. (Appendixes include 93 references and observations of community organizations about health and literacy problems.) (YLB) retarded; (2) learning disabled; (3) seriously emotionally disturbed; (4) hearing impaired; (5) visually impaired; (6) orthopedically impaired; (7) other health impaired; (8) severely and profoundly handicapped; (9) speech and language impaired; (10) deaf-blind; (11) autistic; and (12) multihandicapped. Each section addresses the following topics: developmental characteristics, behavioral characteristics, long-range educational goals, educational development, counseling techniques, and vocational/career guidance. References and a glossary are provided, along with information on special college admissions testing arrangements for handicapped students. (TE)

ED 346 356 CG 022 622

Career Guidance and Counseling.
PUB DATE- Jul 84
NOTE- 62p.; For related documents, see CG 022 619-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Counseling; *Career Guidance; Career Information Systems; Elementary Secondary Education; *Guidance Programs; *Program Development; Program Guides; *Program Implementation; *Public Schools; School Guidance; State Standards
IDENTIFIERS- *Virginia

This monograph, a supplement to "A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools," is designed to emphasize the importance of career guidance and counseling in the public schools of Virginia, and to provide specific direction for implementing a comprehensive program in kindergarten through grade 12. The first three sections provide a brief background of Virginia standards and guidelines for career counseling, a list of career counseling terminology, and checklists for adherence to Virginia's established career guidance and counseling principles and program development. The main section describes and outlines goals and objectives for career guidance and counseling programs at the elementary, middle school, and secondary school levels. Suggested student outcomes are listed on the left and corresponding suggested counselor/teacher/administrator strategies to achieve these outcomes are listed on the right half of each page. Sample career plan blanks are included. (TE)

ED 346 357 CG 022 643

ACES Human Sexuality Training Network Handbook. A Compilation of Sexuality Course Syllabi and Audio-Visual Material.
PUB DATE- 90
NOTE- 233p.; Bibliography by Bowker, p.50-72, not included in pagination because of copyright and poor reproducibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Audiovisual Aids; Counselor Educators; Counselors; *Counselor Training; *Course Descriptions; Higher Education; Resource Materials; *Sex Education; *Sexuality

This handbook contains a compilation of human sexuality course syllabi and audio-visual materials. It was developed to enable institutions such as churches and hospitals. Chapter 5 "Encountering Unexpected Death" helps students to explore deaths which ordinarily lie outside their control. Chapter 6 "Encountering Suicide" responds to a topic which has received an increasing amount of media attention in recent years. Chapter 7 "Encountering AIDS" provides activities aimed at exploring this epidemic. Chapter 8 "Encountering Death in Our Values" provides an arena in which students can experience the push and pull of various ethical dilemmas as they struggle to resolve many of the complicated issues to be faced in this frontier of medical and technological knowledge. Chapter 9 "Encountering Death as Our Helper" provides an opportunity to explore a variety of topics which arise in the helping process. A pre-test and a post-test encountering death scales are included. (ABL)

ED 346 376 CG 024 285

Boylan, John C.; And Others
Practicum and Internship: Textbook for Counseling and Psychotherapy.
PUB DATE- 88
NOTE- 351p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Consultation Programs; *Counselor Evaluation; *Counselor Training; Ethics; Higher Education; *Internship Programs; *Practicums; *Psychotherapy; Standards

The stated purpose of this text is to assist supervisors and practicum students and interns in their practicum/internship training. This book contains theoretical components which are valuable and essential to the training of student counselors and psychotherapists. In addition to the theoretical aspects presented, training activities germane and necessary to the development of applied counseling skills are explicated. The text responds to major changes that have taken place in the professional, legal, and ethical aspects of training. The first chapter discusses definitions, phases, and standards for internships. The second and third chapters focus on practicum and internship experiences respectively. The fourth chapter discusses monitoring the interactions with the client. The fifth chapter discusses monitoring the professional development of practicum students and interns. The sixth chapter focuses on ethical and legal guidelines, including standards of the American Association for Counseling and Development, the American Psychological Association, and the National Academy of Certified Mental Health Counselors. The seventh chapter discusses models and methods of consultation in schools and mental health agencies. The eighth chapter discusses recognizing and managing critical client problems. The last chapter includes forms for final evaluation. (ABL)

ED 346 377 CG 024 286

Frey, Diane; Carlock, C. Jesse
Practical Techniques for Enhancing Self-Esteem. Activity Book for Leaders and Participants.
PUB DATE- 91
NOTE- 153p.; For the accompanying book, "Enhancing Self Esteem," see ED 345 130.
LANGUAGE- English

student helper roles are examined. Peer facilitator programs are discussed, and contributions that students have made when working with peers are examined. The third chapter presents the first step in beginning a peer facilitator program, namely, making a commitment. The need for the program, purpose of the program, and the program's objectives are discussed. Four characteristics of a helping relationship are outlined. The fourth chapter presents the next three steps for organizing a peer facilitator program: forming a plan, enlisting support, and selecting the facilitators. The fifth chapter examines the fifth step for peer facilitator programs: training the facilitators. Organization of the training sessions is discussed. The sixth step for organizing a peer facilitator program, implementing and supervising projects, is the subject of chapter 6. The seventh chapter considers the seventh step: assessing and evaluating progress. Four areas of assessment are reviewed. Finally, the eighth and last chapter discusses trainers as facilitators and learners. Appendixes outline supplemental activities for chapters 1 through 7. A bibliography listing 170 sources and the "Code of Ethics for Peer Helpers" by the National Peer Helpers Association conclude the manual. (LLL)

ED 346 395 CG 024 304

Myrick, Robert D.; Bowman, Robert P.
Becoming a Friendly Helper: A Handbook for Student Facilitators. A Leadership Training Program for Young Students.
PUB DATE- 81
NOTE- 129p.; For related documents, see CG 024 303-305.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Training; *Elementary School Students; Feedback; Intermediate Grades; Junior High Schools; Listening Skills; *Peer Counseling; Problem Solving; Self Concept

This book provides a sequence of organized training sessions and activities designed to prepare students for such helping roles as student assistant, tutor, special friend, and small group leader. The first of the handbook's seven chapters provides an introduction to friendly helpers, describes helping characteristics, and presents an overview of the book. The second chapter focuses on listening skills. Looking at the person who is talking, paying attention to the person's words, being aware of the person's feelings, and saying something that shows you are listening are discussed. In the third chapter, three helpful responses are examined. Information is presented about asking open questions, clarifying and summarizing ideas, and focusing on the other person's feelings. The fourth chapter addresses problem-solving. A five-step problem-solving model is presented. The fifth chapter focuses on giving feedback. A three-part model is presented which can be used with students and adults. Complimenting and confronting others is discussed. The sixth chapter focuses on self-awareness and learning how to help others take a closer look at themselves. The physical self, beliefs and attitudes, skills and abilities, and the self with others are discussed. The seventh and last chapter focuses on various ways of becoming a friendly helper. Questions facilitators have asked, making a difference, and student facilitator merit awards are discussed. (LLL) fear, and unconditional love are discussed. The second through seventh chapters focus on skills development. A peer-helping pre-test is provided, and the rules of brainstorming are outlined. Attending skills and empathy skills are discussed. Specifically, becoming an active listener and reflecting feelings and content are presented. Clarifying and questioning skills are discussed. Assertiveness skills are examined. Learning to speak assertively, styles of interaction, and the body language of assertive behavior are discussed. Confrontation skills, including rules for fighting fair, and problem-solving skills are addressed. The eighth through 16th chapters focus on topic development. Suicide prevention and intervention, alcoholism, grief, rape, divorce, and family issues are addressed. The 17th and 18th chapters present the support group program. Group leadership and group activities such as building a foundation for trust, moving toward understanding and acceptance, and developing mutual support growth are discussed. The 19th and 20th chapters contain classroom presentations. (LLL)

ED 346 414 CG 024 323

Nelson, Richard C.
Choice Awareness: A Systematic, Eclectic Counseling Theory.
PUB DATE- 90
NOTE- 355p.; For companion book on CREST implementation, see CG 024 324.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Objectives; *Counseling Techniques; *Counseling Theories; Counselors; *Decision Making; Emotional Response; Goal Orientation; Self Evaluation (Individuals)

This book presents choice awareness as an eclectic counseling theory. The five choice principles of CREST are listed as Caring, Ruling, Enjoying, Sorrowing, and Thinking/Working. The focus is on providing the counselor with a direct and concise approach which will enable clients to make more effective choices and to exercise more responsibility in their lives. The first part of the book explores the nature of choices and sets forth the idea of creating a spa-like condition in counseling. The suggestion is that the counseling office, like the spa, should be a place where clients can seek relaxation and engage in positive, self-sustaining activities. Major options available to the counselor in working with clients are also clarified. Counselors are encouraged to help their clients examine their long range goals; to invest time and energy so they might achieve the kinds of relationships they want in their lives; and to discover the meaning their lives can have. The second part of the book considers the five CREST choices available to human beings. Suggestions are made regarding which current counseling theories fit the choice awareness schemata. The third part provides illustrations of how choice awareness may be integrated into specific counseling processes. Changing a life script, maintaining desirable body weight, enhancing self concept, child counseling, counseling older persons, and a group counseling process are all discussed. Illustrative case studies are included. (LLL)

ED 346 415 CG 024 324

Nelson, Richard C.
On the CREST: Growing through Effective Choices. A Guide to

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Grade 2; *Instructional Effectiveness; Oral Reading; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Rate; Reading Research; Reading Skills; Urban Education
IDENTIFIERS- *Reading Fluency

A study tested the effects of an approach for improving reading fluency on the general reading and fluency development of second-grade students in regular classrooms. Subjects were from two elementary schools in a large, urban, ethnically diverse school district. There were 30 students in 2 classrooms in a school located in a working class residential setting and 24 students in 2 classrooms in a school located in an inner-city neighborhood. One classroom in each school employed the Fluency Development Lesson (a 10- to 15-minute instructional activity that incorporates several key principles of effective fluency instruction) daily for 6 months. The other classroom in each school was given a control treatment. Pre- and posttesting consisted of subjects being administered a modified informal reading inventory. Results indicated that, aside from improvements in oral reading rate, no other statistically significant treatment effects were observed. However, results also indicated that: (1) all subjects in the study (particularly the experimental subjects) read at a rate above second-grade norms at the posttest; (2) experimental subjects' oral reading rate was higher than normal for some passages; (3) experimental subjects increased their reading rate at a much greater rate than normal; and (4) experimental group teachers reported significant improvements in students' reading performance and attitude. Findings suggest that specific lessons directed at improving reading fluency may be of some value for early elementary grade readers. (Six tables of data are included; 30 references are attached.) (RS)

ED 346 435 CS 010 958

Huffman, Lois E.; Spires, Hiller A.
Effects of Explicit Instruction in Notetaking on Sixth Graders' Lecture Comprehension and Attitudes toward Notetaking.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Comparative Analysis; Grade 6; Intermediate Grades; Lecture Method; *Listening Comprehension; Middle Schools; *Notetaking; *Student Attitudes; *Study Skills
IDENTIFIERS- *Explicit Instruction; Middle School Students

A study investigated the effect of explicit instruction in notetaking on sixth-grade students' notetaking skills and comprehension of lecture information, as well as on students' attitudes towards notetaking. Subjects, 41 students enrolled in two academically gifted and 47 students in two average ability language arts classes from a middle school in the southeast, were randomly assigned to explicit instruction or blind instruction (the control group) treatments involving the usefulness and procedures of split-page notetaking. All instruction was delivered daily in 50-minute sessions during a 2-week period. Pre- and posttreatment measures involved students writing a one-paragraph summary of a lecture they just activity, students divided into groups based upon their positions on controversial topics. In another activity, students debated the merits and evils of frequently challenged works of American literature. The goal of class discussion should be to help students view issues through the eyes of others. (SG)

ED 346 454 CS 213 359

Breakthrough: A Multi-Cultural Guide to High School Journalism.
SPONS. AGENCY- Freedom Forum, Reston, VA.
PUB DATE- 92
NOTE- 52p.; Some photographs and color graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Cultural Pluralism; High Schools; High School Students; *Journalism; *Journalism Education; Minority Groups; *Multicultural Education; *Student Publications; *Student Recruitment
IDENTIFIERS- Local Media; *Scholastic Journalism

The result of a symposium that brought together high school and university journalism teachers and professional journalists to examine multicultural issues and high school journalism, this lavishly illustrated guide presents ideas, inductive exercises, and models that have worked in classrooms and workshops across the United States. The guide focuses on strategies for recruiting, training, and retaining students from diverse ethnic and cultural backgrounds, with the goal of creating opportunities for greater minority participation in scholastic journalism and encouraging minority students to pursue careers in journalism. The guide also includes methods of stressing plurality within the journalism classroom, curriculum, and publication content--noting that students who can see themselves reflected in the publication can see themselves on the publication staff. The guide's four sections are: (1) Recruiting Strategies; (2) Training Strategies; (3) Retaining Strategies; and (4) Breaking Through. (SR)

ED 346 455 CS 213 360

Railey, Kevin; And Others
The Implications of Cognitive Models in L1 and L2 Writing.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Higher Education; *Metacognition; *Models; *Native Speakers; Prior Learning; Student Attitudes; Writing Ability; *Writing Attitudes; *Writing Processes; Writing Research
IDENTIFIERS- Writing Contexts

A study investigated one dimension of metacognition--the

chart giving numerical data from a survey of the contents of eight multicultural readers for freshman composition is attached.) (HB)

ED 346 472 CS 213 387

Cox, Gary N.
Orality and Literacy--the Real Difference: A Historical Perspective.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ancient History; Archaeology; Greek Civilization; *Literacy; *Non Western Civilization
IDENTIFIERS- Historical Background; *Orality; Text Factors

Just as a contemporary professional person maintains copies of wills, real estate records, and court decrees, so did 15th-century B.C. residents of the ancient city of Nuzi. Such documents, then and now, are generally written by legal scribes. The Hittites of the 14th century B.C. maintained detailed manuals concerning the care and feeding of their horses. A Hittite birth ritual text refers to other texts in its descriptions of how women were to be prepared for giving birth. Considered by modern Egyptologists as among the greatest literary works of all time is Egypt's "The Report about the Dispute of a Man with His Ba," from 2000 B.C. It concerns a man's discussion with his own soul or spirit. The dispute is about the existence of life after death; it is metaphoric, self-referential, and searches for meaning in both life and death. The script is hieratic and phonetic. Recent reinterpretations have cast doubt on the common perception that the scientific inquiry that occurred in Greece was significantly more profound than that ongoing in China at the same time. In addition, analysts now doubt that alphabetic writing produces more logical thinking than does syllabic script, or that writing gives rise to "mentalities" that do not exist in non-literate cultures. It has even been asserted that conceptions of oral/literate dichotomies in thinking arose to distance European culture from Black or Semitic historical influences. Archaeological evidence disputes the belief that cultures outside of or previous to Athenian culture were primarily oral and hence incapable of the same kinds of cultural achievement of societies that used alphabetic phonetic scripts instead of syllabic phonetic scripts. (A photostat of a portion of the "Report about the dispute of a Man with His Ba" is attached.) (SB)

ED 346 473 CS 213 390

Fishman, Steve
Exploring Water-Tight Compartments.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family Programs; Family Relationship; *Grandchildren; *Grandparents; Individual Activities; *Letters (Correspondence)
IDENTIFIERS- Family Communication; *Grandletters; *Writing Contexts

This collection of materials presents "Grandletters," a correspondence program designed to strengthen the relationship between grandparents and grandchildren separated by distance, by having them exchange 10 letters on special topics, keep a scrapbook and a journal, and do other optional activities. The materials include three separate booklets, the first containing program instructions, the second containing instructions for grandparents, and the third providing instructions for grandchildren for letters and activities on each of the following 10 topics: affection and friendship, family and heritage, generosity and love, responsibility and courage, respect for elders, honesty and commitment, helpfulness, competition and justice, conflict and violence, and sadness and grief. (SR)

ED 346 491 CS 213 413

Miller, Susan
The Disciplinary Processing of Writing-As-Process.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Student Attitudes; Writing (Composition); *Writing Instruction; *Writing Processes; Writing Research; Writing Teachers
IDENTIFIERS- *Composition Theory; Educational Issues; Historical Background; *Process Approach (Writing); Product Approach (Writing)

A new theoretical paradigm for teaching writing and organizing composition research was at hand by 1982, focusing on how writers write and the practice of interventionist teaching. Today, the process theory of teaching composition dominates the field, yet it has not shifted teaching practices or research questions toward the settings and assumptions inherent in "actual" contemporary acts of writing. Research shows, for example, that traditional orientations toward the product are still widely popular. Among process theories, the product is often viewed as the only measure of process, and categories of writers are traditional and based on the produced texts. The status of composition studies, however, has been radically reformulated into a science, and its object has become the status and practices of legitimate researchers and teachers. Despite the massive theorizing, both texts and students are subjected to fundamentally formalist interpretations, and basic assumptions remain the same. Writing is still broadly categorized as either good or bad, reflecting the enduring model of historical evaluation. Various critics, embracing Marxist theories, have argued that historically, the study of identified. (Forty references are attached.) (HB)

ED 346 510 CS 213 453

Gardner, Mary
When You Aren't and They Are.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Student Needs; *Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- Personal Experiences; Teacher Awareness

The lack of separation, in the mind of the teacher, of self from student is a common, though dangerous, phenomenon. The underlying assumption is that teachers and their students are really the same, but that students are betraying that supposed sameness by not performing satisfactorily. But students, being different from their teachers, have different needs, and the recognition of this is the key insight that allows teachers to truly teach. Personal experiences, including a daughter's disclosure to her mother that she is a lesbian, a Vietnamese medical student's holding to ethnic beliefs, and a realization that "Hiawatha" is a sentimental and demeaning picture of Indians, function as epiphanies of awareness of the otherness of human beings. In the light of such personal revelations, teachers should become more aware of their limited perspectives. At the same time, they can focus more attention on the uniqueness of their students and the nature of these student's true identities and needs. (HB)

ED 346 511 CS 507 804

Beadle, Mary E.; Perrico, Ralph
Collaboration among Speech and Writing Teachers: Toward Recognizing Patterns of Methodology.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Cooperative Learning; Higher Education; *Interdisciplinary Approach; Learning Strategies; Models; *Speech Instruction; *Team Teaching; *Writing Instruction; Writing Processes
IDENTIFIERS- *Collaborative Teaching; *Process Approach (Writing)

Departmental lines can interfere with collaboration among academic colleagues. Working together within the same department, a speech teacher and a writing teacher realized that both speech and writing have preparatory (planning and development), performance, and evaluation stages, and that within the various stages students use the same or similar techniques. In the two teachers' collaborative course, the initial writing assignment was an essay based upon a writer's personal experience. Students worked collaboratively in groups, and could brainstorm, use code words, free write, or map.

problems. The status of the profession is in crisis, but this has to do with funding problems such as poor pay and bad working conditions, deteriorating facilities, the elimination of academic programs, the erosion of academic freedom and tenure, and the high cost of going to college--problems overlooked by conservatives. Politics is viewed by conservatives as the primary cause of the crisis in the humanities, especially left-liberalism, which apparently includes popular culture. However, conservatives pay practically no attention to what generally is meant by university politics, including resource allocation. Attacks against certain departments, such as those that teach popular culture, focus on their alleged "non-centrality" to the arts and humanities, but this is arbitrary and antidemocratic. The political becomes highly personal when it involves tenure decisions and funding. An example in which tenure was denied simply because of the teacher's main field of study was popular culture, indicates a dangerous antidemocratic spirit. Several things can be done by targeted faculty members to combat the attacks on programs like popular culture: (1) publicize stories of bad tenure decisions; (2) file grievances; (3) support each other through correspondence; (4) develop institutional clout; and (5) vigorously protest attempts to limit academic freedom. (HB)

ED 346 531 CS 507 857

Thomas, L. Todd
Interactive Listening: An Examination of Listening Ability and Gender Differences in an Interactive Conversational Context.
PUB DATE- Mar 92
NOTE- 33p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; *Listening Skills; *Sex Differences
IDENTIFIERS- *Conversation; *Interactive Communication; Listening Research

Studies of listening in the past have almost consistently been of the observer type, where participants watch a videotape and/or listen to an audio tape as stimulus material. However, a more accurate measure of true listening ability can only be done in an interactive setting. A study measured relational listening (an individual's ability to understand the other conversant, realize that they have been understood, and feel that they have been understood), and examined gender sex types as possibly more accurate predictors of individual differences than biological sex. Subjects, 136 undergraduate speech students at a mid-size southern university, participated in conversation with one another and were then tested on their understanding of the other. Results showed: (1) no gender differences, confirming findings that there are no systematic differences in listening superiority between the biological sexes; and (2) that sex-typed females were more accurate than sex-typed males at realizing when they had or had not been understood, thus indicating that feminine processing more effectively utilizes both content and relational message material to understand and be understood in conversation. (One table of data is included; 42 references are attached.) (SR)

NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Behavior Standards; *Educational History; Educational Sociology; Elementary Secondary Education; Family School Relationship; Foreign Countries; *Government School Relationship; *Politics of Education; *Public Policy; Social Behavior; Social Problems; State Action; Student Behavior; Student School Relationship; *Truancy
IDENTIFIERS- *Great Britain; *Social Mapping

This exploration of contemporary beliefs about truancy looks historically at the relationship between views about the normality, as well as the deviance, of particular patterns of schooling, and argues that truanting needs to be understood, in social terms, as being out of place. The argument is developed through a discussion of state policies on the regulation of schooling in 19th century Scotland. Among the themes developed in the book are the following: (1) state regulation of schooling was instituted in the 19th century, as a program for class control, by an elite grouping with a shared understanding of the fundamental issues about the organization of social relations at that particular time; (2) schools were structured as mechanisms of discipline for the children of working class people; and (3) truancy in contemporary Britain is usually dealt with as a type of individual deviance, yet it has been produced socially. The appendix contains an extract from instructions to inspectors in August 1840. An index is provided. (256 references) (MLF)

ED 346 552 EA 023 916

Hodgkinson, Harold L.; And Others
Beyond the Schools: How Schools & Communities Must Collaborate To Solve the Problems Facing America's Youth.
PUB DATE- 91
NOTE- 32p.; Occasional use of colored ink in the original may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Child Welfare; Community Cooperation; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Role of Education; *School Community Relationship; *Shared Resources and Services

Strategies for developing school/community collaboration to solve the problems facing America's youth are presented in this booklet. Part I, section 1 reviews the conditions that place students at risk, conditions engendered by changes in the family and ethnic distribution and insufficient spending for education. The second section of part I presents arguments for education as the best defense against crime and poverty. Two conclusions are that America's children are a truly endangered species and that socioeconomic problems of at-risk students must be addressed. The second part of the booklet highlights 10 holistic strategies for educational improvement developed by the National School Boards Association and the American Association of School Administrators. A rationale and starting point are described for each of the following strategies: focus on children; establish collaboration among school boards, administrators, teachers, community leaders, and governmental

(141)
DESCRIPTORS- *Budgeting; Budgets; *Educational Economics; *Educational Finance; Elementary Secondary Education; Expenditures; Financial Problems; Higher Education; Income; Institutional Survival; *Public Schools; Resource Allocation; *Retrenchment; *State Action
IDENTIFIERS- *United States (South)

Responses of southern states to revenue shortfalls and their significance for public schools and higher education are examined in this report. Many different actions have been take to address state fiscal problems: most strategies require changes in revenue polices that increase taxes and fees or reallocate funds, and many have mandated spending cuts. The following revenue measures are described: tax increases, state-operated lotteries, bond programs, fund shifts, and increases in tuition and fees. Spending reduction activities are also discussed, such as state actions, government efficiency planning, and progressive shortfalls in education budget funds. Ways in which budget reductions are being made, statewide information on budget cuts, and their effects on education are also examined. Plans for change being developed in Florida, Mississippi, Oklahoma, Maryland, and Virginia are highlighted. A list of future considerations is included. (LMI)

ED 346 573 EA 024 003

Education of Homeless Children & Youth: Program Manual. Revised 1992.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Children; *Educational Policy; Elementary Secondary Education; *Equal Education; *Homeless People; School Responsibility; *State Legislation; *Student Rights; Youth
IDENTIFIERS- *Oregon; ORS 339 115 (Oregon 1989)

The right of homeless children and youth to enjoy a free, appropriate public education is ensured in Oregon by ORS 339.115 (3). This law establishes that homeless children and youth cannot be denied enrollment simply because they lack a fixed place of residence or because they are not under a parent's or guardian's supervision. State Board of Education Policy 5110, School Attendance of Homeless, creates a standard for school districts to follow on school attendance of homeless children. School districts should not require school records or a particular document, such as a birth certificate, for enrollment. This booklet outlines Oregon's 1991 (revised) Homeless Education Plan, which aims to: (1) review and revise state and local laws affecting homeless children and youth; (2) provide for resolution of enrollment disputes; (3) advocate for homeless children and youth; (4) document and disseminate information; (5) review and restructure the school records transfer system; (6) remove immunization barriers and review and restructure the student health record system; (7) remove transportation barriers and support outreach services; (8) promote interagency collaboration; and (9) develop and implement the LEA (Local Education Agency) Grant Process, which awards subgrants to districts under the Stewart B. McKinney Homeless Assistance Act. This grant program is explained and further detailed in a question-and-answer section. Also included are the texts of Oregon's Policy on Education of this report. The first section points out that fundamental educational restructuring is necessary in a changing society with different needs and that school business partnerships are required to implement systemic change. The following strategies for business involvement are outlined: building a coalition; understanding the issues; supporting the development and implementation of a statewide restructuring initiative; supporting projects that contribute to the overall restructuring effort; advocating change; walking the talk; and monitoring results. Ineffective change strategies overemphasize increased funding without resource allocation, individual schools instead of the school system, change at the margins, single change approaches, increased standardized testing, and efforts involving only educators instead of all parties holding a stake in education. The summary argues for a primary focus on all children's learning. The last section offers two profiles of business community involvement in school reform activity in South Carolina and Washington. Two figures highlight key issues and principles of restructuring. (LMI)

ED 346 595   EA 024 035

Bauch, Patricia A.
Toward an Ecological Perspective on School Choice.
PUB DATE- Apr 92
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Research was supported by the National Catholic Educational Association, the Spencer Fellowship Program of the National Academy of Education, The Catholic University of America and The University of Alabama.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; *Educational Environment; Elementary Secondary Education; Minority Groups; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Private Education; *School Choice

Findings from a study that examined the relationship between school choice and parent involvement for different ethnic groups are presented in this paper. In conjunction with a major national study of Catholic high schools, parents were asked about their reasons for school choice, type of school involvement, motivations, barriers to participation, and school satisfaction. Methodology involved surveys of a total of 1,070 predominantly low-income parents (a 60 percent response rate), interviews, and classroom observations at five innercity Catholic schools in Los Angeles, New York, St. Louis, Philadelphia, and Washington, D.C. Findings indicate that minority parents' concerns, especially those of Hispanic parents, centered around the school environment. Location and discipline were major reasons for choosing a school. More involvement facilitated increased knowledge of the school; however, increased involvement did not necessarily lead to greater school satisfaction. A conclusion is that the ecology of the school is more important than instruction-related issues. Seven tables are included. (50 references) (LMI)

ED 346 596   EA 024 038

Warner, Linda Sue
Dispute Resolution in Education.
PUB DATE- Mar 92

that results in a document outlining the "ideal vision" for the individual, organization, and society. Public schools gained familiarity with strategic planning through the American Association of School Administrators, who sponsor the activity as a combination of rational process and discipline helping to define education's niche in a chaotic environment. A key ingredient is meaningful participation of all relevant stakeholders, including school staff, parents, business representatives, political leaders, and sometimes students. Based on Michel Foucault's interdisciplinary efforts to discuss the power/knowledge concept, this paper critically examines the messages surrounding the strategic planning process and the actual published results of 88 school districts across the country. Viewing strategic planning as a discursive practice founded on "rules of right," the paper explores how the texts represent social reconstructions of power/knowledge relationships within the school community. Results suggest that strategic plan language creates notions of schooling, education, teaching, learning, and success and solidifies the practices and power relationships surrounding these notions. The plan becomes the subject, and the practices and people become the objects. Although greater participation in schools and schooling is desirable, it is debatable whether strategic planning has helped school communities develop increased democratic practices. (11 references) (MLH)

ED 346 616   EA 024 069

van der Vegt, Rein; Vandenberghe, Roland
Schools Implementing a Central Reform Policy: Findings from Two National Educational Contexts.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Educational Policy; Elementary Education; Foreign Countries; *Government School Relationship; Local Issues; Organizational Change; *Program Implementation; *School District Autonomy
IDENTIFIERS- *Belgium; *Netherlands

During the last decade in Belgium and the Netherlands, comprehensive reform of primary education emanated from central policy. In both countries the national authorities set up a program to encourage and facilitate the new primary school concept. This paper reports on 25 schools in the Netherlands and 52 in Belgium that acquired special funding and assistance. Research was based on the assumption that the school's response manifests itself in three ways: in the nature of the implementation agenda; in specially arranged structures to conduct the implementation activities; and in steering the flow of implementation work. Data were collected from interviews, questionnaires, observation, and document analysis. Respondents included principals and staff, external change facilitators, school inspectors, and policy makers. The first part provides an overview of national policy at the local school level, with attention to school/national policy interaction. Part 2 outlines and illustrates a profile of steering functions--direction/concept clarification, directional pressure, assistance/support, and latitude definition. The concept of implementation as an intervention in the ongoing school information specific to the individuals' disability. Suggestions are offered for positive person-to-person interactions and interactions in group meetings and training sessions. Solutions are offered to access problems, and five myths about deafness and hearing loss are dispelled with factual information. Several organizational and printed resources are listed for use with this population, and the guide concludes with a list of 13 references. (JDD)

ED 346 636   EC 301 247

Hidden Disabilities: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 87
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Alcohol Abuse; At Risk Persons; *Chronic Illness; Drug Abuse; Interaction; *Intervention; Organizations (Groups); *Prevention; Resources; *Special Health Problems; *Substance Abuse

This leaflet discusses alcohol and other drug abuse prevention for individuals with hidden disabilities such as cancer, epilepsy, diabetes, kidney failure, hemophilia, hypertension, early stages of acquired immune deficiency syndrome (AIDS), or heart disease. Their increased risk for alcohol and other drug abuse and reasons for increased risk are noted. Suggestions are offered to improve program access for individuals with hidden disabilities and to bring about positive interactions with this population. Four myths about individuals with hidden disabilities are noted and dispelled with factual information. Sources of additional information are listed, including four government agencies, thirteen organizations, three community contacts, and five references. (JDD)

ED 346 637   EC 301 248

Mental Illness: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 90
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; At Risk Persons; Drug Abuse; Emotional Disturbances; Interaction; *Intervention; *Mental Disorders; Organizations (Groups); *Prevention; Resources; *Substance Abuse

This guide to alcohol and other drug abuse prevention for individuals with mental illness notes the incidence of mental illness and types of conditions. The incidence of alcohol and other drug abuse problems in this population is discussed,

ED 346 655 EC 301 267

Irvine, David J.
What Are Your Rights as a Parent of a Gifted Child?
PUB DATE- May 91
NOTE- 7p.; Produced by Gifted Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Acceleration (Education); Compliance (Legal); Delivery Systems; Elementary Secondary Education; *Gifted; *Parent Rights; Program Administration; *State Legislation; Student Needs; *Student Rights
IDENTIFIERS- *New York

This paper discusses specific rights of gifted students and their parents under the laws of New York State. The following areas are covered: Chapter 740 of the Laws of 1982 (which states that if a district accepts State funds for gifted programs, it must provide services to gifted pupils); a provision under Chapter 53 of the Laws of 1980 which requires screening for giftedness upon entry into a New York public school; administrative options for serving the gifted (such as eighth grade acceleration and credit through examination); and the Regents' Bill of Rights for Children (which includes one statement asserting a child's right to an education appropriate for his/her individual needs). (DB)

ED 346 656 EC 301 268

Maternal and Child Health Bureau Active Projects FY 1991: An Annotated Listing.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 92
NOTE- 288p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; At Risk Persons; Child Health; Children; Delivery Systems; *Demonstration Programs; *Disabilities; Family Programs; Federal Programs; Handicap Identification; Infants; Intervention; Medical Evaluation; Medical Services; Mothers; Neonates; *Public Health; *Research Projects; *Special Health Problems
IDENTIFIERS- *Social Security Act Title V

This annotated listing provides brief descriptions of the 591 projects funded during 1991 by federal set-aside funds of the Maternal and Child Health (MCH) Services Block Grant and identified as special projects of regional and national significance (SPRANS). Preliminary information includes an introduction, an organization chart of the Maternal and Child Health Bureau, and a glossary of commonly used acronyms. Listings typically include title of project, address, contact person and phone number, and an annotation focusing on project goal and major activities. Topic categories are maternal health, infant health, child health, children with special health needs, adolescent health, and general program concerns. Specific topics of projects include the following: content and utilization of prenatal care; risk reduction in pregnancy; systems development for perinatal services; reducing mortality

This sample guide is intended to assist local Kentucky education agencies to establish policies and procedures to fulfill the legal requirements of Child Find, a federally mandated program to locate, identify, and evaluate children with disabilities. Generally provided for each legal requirement are an example of the concept, suggestions for meeting the requirement, and at least one specific manner in which procedures might be organized in a hypothetical school district. The first section provides an overview and definitions of the Child Find system. Next, the functions of the Director of Special Education are delineated. The third section focuses on locating eligible children including awareness activities, public notice content, distribution, and inschool activities. The fourth section details identification procedures including intake, resident and non-resident status, and procedures specific to various age groupings. The following two sections briefly address screening and evaluation. The Child Tracking System is detailed in the seventh section including guidelines for using data, developing a computerized tracking system, establishing timelines, and preparing federal, state, local, quarterly, monthly, and annual reports. Finally, the section on program evaluation covers the evaluation process, program goals and outcomes, evaluation questions, data analysis, and reports. Appendices offer a sample public notice, a news release, an intake form, and data elements. (DB)

ED 346 675   EC 301 288

Parents' Guide to the Development of Preschool Children with Disabilities: Resources and Services. Reference Circular, No. 92-1.
PUB DATE- May 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Cassettes; Books; Braille; Games; Infants; National Organizations; Nonprint Media; *Physical Disabilities; *Preschool Children; Preschool Education; *Resources; Toddlers; Toys; Videotape Cassettes; *Visual Impairments; Young Children

Intended for parents of preschool children with visual or physical disabilities, this reference circular lists organizations offering materials and services at the national level as well as books available from standard commercial outlets. The first section lists 14 organizations providing special format materials (Braille, cassettes, large print, and records). The second section lists 15 organizations which are sources of educational games, toys, and play equipment. Brief annotations describe the materials each organization distributes. Section III lists 48 articles, books, magazines, pamphlets, and video cassettes of interest to parents and concerned with family relations, early childhood education, child development, and programs and services. The last section lists and briefly describes 19 national organizations concerned with infants, toddlers, and preschool children with disabilities. (DB)

ED 346 676   EC 301 289

Kupper, Lisa; And Others
Sexuality Education for Children and Youth with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Educational Interpreting for Students Who Are Deaf: Oregon Guidelines.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Ancillary School Services; *Deaf Interpreting; *Deafness; Elementary Secondary Education; Guidelines; *Mainstreaming; Pupil Personnel Services; Special Education Teachers; Staff Development; Student Evaluation; Teacher Role
IDENTIFIERS- *Oregon

This document presents the Oregon state guidelines for provision of educational interpreting services for students who are deaf. An introduction defines an educational interpreter and considers how to determine the need for an educational interpreter and the student-interpreter relationship. The next section details the roles and responsibilities of educational personnel working with students who are deaf (the educational interpreter, the regular classroom teacher, the teacher of the deaf) in the areas of communication facilitation, student evaluations, planning, the Individualized Education Program, program content, materials, management, recordkeeping, parent involvement, inservice, and tutoring. The next section offers guidelines for school personnel concerning identifying the interpreting system needed, working with educational interpreters in the regular classroom, the procedure for hiring a qualified educational interpreter, substitute interpreters, paying educational interpreters, supervision and evaluation of interpreters, and staff development. Appendices include: a map and addresses of regional programs for the hearing impaired in Oregon, a sample job description of an educational interpreter, a sample form for observing educational interpreting, and a list of eight continuing education and professional organizations. (DB)

ED 346 696 EC 301 311

Hall, Sandra; And Others
Feeding Students in School: Providing Guidelines and Information on Safe Feeding Practices for Special Students.
PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; Dietetics; Elementary Secondary Education; *Food; Guidelines; *Nutrition; Pupil Personnel Services; Safety; Self Care Skills; *Special Health Problems
IDENTIFIERS- *Oregon

This manual provides guidelines for safe feeding practices for students with disabilities in Oregon schools. Stressed is the importance of distinguishing between feeding for the maintenance of health and feeding for the acquisition of skills. Individual sections cover: definitions of feeding programs; the school district responsibility; risks; resources ecological balance. Emphasis is put on education and training programs for workers and technicians involved in forestry work. Both university programs and formal training projects are advocated. Training is essential in order to ensure maximum safety in forest management. This requires great changes in human behavior toward the forest. (Author/KC)

ED 346 244 CE 061 206

Gasskov, V.
Training for Maintenance in Developing Countries. Training Discussion Paper No. 97.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Economic Development; *Educational Needs; Educational Policy; Foreign Countries; *Job Training; *Maintenance; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education

This paper focuses on training policy issues related to the development of maintenance practices in middle- and low-income developing countries. Chapter 1 provides a definition and discusses various approaches to maintenance. It shows the major trends in maintenance skill changes, such as increased problem-solving and information technology components and growing specialization geared to the type of technology and modes of maintenance applied. Chapter 2 shows the particular mix of technologies used by developing countries and the extent to which the maintenance practices correspond to their needs. It argues that as developing countries install simpler machines, on average they need less sophisticated maintenance. However, since many developing countries have imported modern equipment, they need policies to develop maintenance of corresponding sophistication. The chapter also illustrates how foreign maintenance practices are applied in some developing countries. The last chapter presents the ways vocational training for maintenance is conducted in developing countries. It notes that maintenance skills are usually learned through apprenticeship and that technical education and training in maintenance is still rare. However, transfer of maintenance knowledge has been more active through technical assistance and technology transfer projects. The report suggests some implications for training policies aimed at enhancing maintenance awareness in developing countries. (KC)

ED 346 245 CE 061 213

Recommendations for Public Cholesterol Education and Screening Programs. Draft.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jan 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Clinical Diagnosis; Community Health Services; *Community Programs; Diagnostic Tests; Health Education; Health Promotion; Identification; *Patient Education; Physical Examinations; Preventive Medicine; *Program

directions, clarifying directions, giving directions, giving clarifying information, and giving feedback. A buddy system was developed to encourage English use in the workplace. Fall-winter classes had 24 beginning and 13 intermediate participants. Spring and summer classes were modified based on student needs. Job materials, technologies, and tasks/activities were incorporated into the curriculum. Problems encountered included the following: (1) diversity of student needs; (2) lack of time to customize materials; (3) expectations of the company and workers differing from what was offered; and (4) students having to attend classes on their own time. Positive aspects were broad management support, the buddy system, and convenient class location. The following recommendations resulted: (1) the workplace focus of the project should be made clearer to company and workers, and classes should be held on company time; (2) workers should be involved in curriculum development; (3) there should be a site coordinator; and (4) expressed needs should be clearly matched with the type of instructional format. (The 18-page report is followed by six appendices: management survey results; worker language assessment; curriculum materials; the LEP buddy system; student data; and student performance levels. A final report on the advanced level of the English-as-a-Second-Language strand is also included.) (YLB)

ED 346 262 CE 061 264

Smith, Mary
Columbia/Willamette Skill Builders Consortium. Final Performance Report. Appendix 5C: Nabisco, Inc. Individualized Skill Enhancement. Instructors' Reports and Curriculum Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 91
NOTE- 46p.; For final report, see CE 061 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Bakery Industry; *Basic Skills; Community Colleges; Cooperative Programs; Curriculum Development; Diagnostic Teaching; Educational Cooperation; Food Processing Occupations; Individualized Education Programs; *Inplant Programs; *Mathematics Instruction; Mathematics Skills; Occupational Home Economics; Program Development; Program Implementation; *Reading Instruction; Reading Skills; Retraining; School Business Relationship; Technological Advancement; Two Year Colleges; Vocational Education
IDENTIFIERS- Oregon; *Workplace Literacy

A workplace basic skills program was designed to complement technical training for mixing personnel at the Portland Bakery of Nabisco, Inc. Management, the union, and Portland Community College (Oregon) collaborated in the program. The company released workers on company time to attend classes prior to, during, and after the technical training component. Prior to the training, 65 employees from the mixing and assembly departments were assessed for reading and math computation competencies. A math training class was delivered during each 5-week technical training session. It addressed competencies in decimals and fractions. Individual Education Plans were developed for 16 employees who were diagnosed as having

Occupational Component. 36-Level Courses. Program of Studies/Curriculum Guide. Integrated Occupational Program.
PUB DATE- 92
NOTE- 310p.; For related documents, see ED 323 337-338, ED 341 768, and CE 061 293.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Auto Mechanics; Building Trades; Business Administration; *Career Planning; Child Care Occupations; Cosmetology; Curriculum Guides; Elective Courses; Fashion Industry; Food Service; Foreign Countries; Handicrafts; Hospitality Occupations; *Interpersonal Competence; Medical Services; Natural Resources; Occupational Clusters; Secondary Education; Service Occupations; *Skill Development; Social Services; Tourism; Transportation; *Vocational Education
IDENTIFIERS- Alberta

The Integrated Occupational Program (IOP) enables students in Alberta (Canada) who have experienced difficulty in learning to develop essential concepts, skills, and attitudes in the context of one or more occupational clusters. The IOP has four levels: occupational awareness (grades 8-9), career exploration (level 16), occupational orientation (level 26), and occupational preparation (level 36). After the first two sections on the program's rationale and philosophy, the following sections are included in this guide: goals and model of the IOP occupational component; interpersonal skills and the social sphere; required and elective components; learning resources; planning; methodology; evaluation; and scope and sequence. A section on program of studies/presentation of content, outlines skills to be developed. For each skill, learning objectives, related life skills, related curriculum applications, and suggested strategies/activities are provided. Scope and sequence charts for levels 16, 26, and 36 are presented for the following occupational component courses: agribusiness (agricultural mechanics, production, and horticultural services); business and office operations; construction and fabrication; creative arts (crafts/arts and technical arts); natural resources; personal and public services (child/health care services, esthetology, fashion/fabric services, and hair care); tourism and hospitality (commercial food preparation, food services, and maintenance and hospitality services); and transportation (automotive, service station, and warehouse services). (NLA)

ED 346 282 CE 061 293

Occupational Component. 36-Level Courses. Teacher Resource Manual. Integrated Occupational Program.
PUB DATE- 92
NOTE- 354p.; For related documents, see ED 323 337-338, ED 341 768, and CE 061 292.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Auto Mechanics; Basic Skills; Building Trades; Business Administration; *Career Planning; Child Care Occupations; Communication Skills; Community Cooperation; Cosmetology; Entrepreneurship; Fashion Industry; Food Service; Foreign Countries; Handicrafts; Hospitality Occupations; *Instructional Materials; Interpersonal Competence; Job Skills;

Lynch, Patricia S., Comp.; Parrish, Linda H., Comp.
Integrating Academic and Vocational Education. Workshop Proceedings (Austin, Texas, April 18-19, 1991).
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Apr 91
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Education; Articulation (Education); Dropout Prevention; *Educational Change; *Educational Philosophy; Education Work Relationship; *Integrated Curriculum; Program Evaluation; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- Texas

This document contains transcripts of papers and panel discussions of a workshop conducted in Texas on the integration of academic and vocational education. The following papers and sessions are included: "Integrated Curriculum and Performance-Based Education: A Strategy for Systemic Change" (Jerry D. Pepple); "Toward the Integration of Vocational and Academic Education: A Group Process"; "An Overview of Integrating Vocational and Academic Education" (Michelle Sarkees-Wircenski) "Texas Education Agency Symposium"; "Setting the Stage for Integration at the Local District Level" (Mary W. Hendrix); "Integrating Technology Education and General Education" (Cam O'Keefe and others); "Principles of Technology: The Marriage of Academic and Vocational Education at Leander High School" (Mark Kincaid); "Physics-Technology Integration" (Tony Bertucci); "Mathematics Skills Meeting Vocational Needs" (Don Westbrook, Sherri Frost); "Developing Integrated Curricula" (Jerry Wircenski); "Evaluation of Programs that Integrate Vocational and Academic Education" (Jerome T. Kapes); "8th Grade Pre-Vocational Program for At-Risk Students" (Dianne Petty, Lolly Flores); "Integration of Academics and Vocational Education 'West of the Pecos Style'" (Steve Forsythe); "Incorporating Language Arts into Vocational Classrooms" (Debbie Johnson, Rebecca Miller); and "Closing Remarks" (Patricia S. Lynch). Also included in the report are a summary of the Texas State Board of Education Long-Range Plan, the workshop evaluation, a list of participants, and 46 references. (KC)

ED 346 301 CE 061 355

Lewis, Mary Bell; Moseley, James L.
Catheterization.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Children; *Disabilities; *Health Services; Hygiene; *Special Health Problems
IDENTIFIERS- *Catheterization (Urinary)

This module is designed to teach the fundamentals of clean intermittent urinary catheterization for the disabled child, particularly in the school setting. The text includes information on proper hand washing techniques, the supplies needed, suggested settings, and the preparations required before and after the catheter is inserted into the bladder. The steps of clean intermittent urinary catheterization are listed in sequence to facilitate learning. The module is self-

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Educators; Cognitive Processes; Educational Philosophy; Experiential Learning; *Learning Theories; Problem Solving; *Theory Practice Relationship
IDENTIFIERS- ERIC Digests; *Reflective Teaching

Reflective practice is a mode that integrates thought and action with reflection. Learning is dependent upon the integration of experience with reflection and of theory with practice. Experience is a basis for learning but reflection is the essential part of the learning process because it results in making sense or extracting meaning from the experience. The stage is set for reflection when "knowing-in-action" produces an unexpected outcome. This outcome can lead to "reflection-on-action" or "reflection-in-action." Reflective practice has both advantages and disadvantages: it can positively affect professional growth but is time consuming and may involve personal risk. Engaging in practice requires both knowledge of practice and awareness of professional and personal philosophy. Because programs take place in settings characterized by ambiguity, complexity, variety, and conflicting values, educators must make choices about the nature of practice problems and how to solve them. The essence of effective practice in adult education is the ability to reflect in action. Reflective practice can be a tool for revealing discrepancies between espoused theories and theories-in-use. The DATA process, which helps engage individuals in reflective practices, consists of four steps: describe, analyze, theorize, and act. (13 references) (NLA)

ED 346 320   CE 061 410

Lankard, Bettina A.
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *Cooperative Learning; Education Work Relationship; Group Activities; *Interpersonal Relationship; Learning Activities; Learning Strategies; Postsecondary Education; Secondary Education; *Small Group Instruction; Socialization; *Teaching Methods; *Teamwork; *Vocational Education

Cooperative learning is gaining the attention of vocational educators who must prepare students for employment in a workplace increasingly focused on teamwork. It is a model that provides opportunities for students to explore concepts and develop interpersonal skills that enhance their learning. Research shows that cooperative learning promotes higher self-esteem among students and more positive attitudes toward others. Students who participate in cooperative learning groups are reported to realize greater achievement and greater levels of understanding, to have an ability to absorb content that requires higher levels of thinking, and to be able to retain what they have learned longer. Five elements of small group

ED 346 338 CE 061 443

Literacy and Health Project. Phase One. Making the World Healthier and Safer for People Who Can't Read = Projet alphabetisation et sante: Premiere etape. Rendre le milieu plus sain et sans danger pour les personnes qui ne savent pas lire.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Health, Toronto.; Ontario Ministry of Skills Development, Toronto.
PUB DATE- 89
NOTE- 151p.; The separately published English and French versions of this document are here combined. The translation into French was done by Joly-Hebert. For the "Research Report" on which the "Research Findings" section of this document was based, see CE 061 442.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Accidents; Adult Basic Education; *Adult Literacy; Cooperative Programs; Coordination; Developed Nations; *Diseases; Economically Disadvantaged; Foreign Countries; Health Education; Health Materials; *Illiteracy; Life Style; Literacy Education; *Physical Health; Poverty; Public Policy
IDENTIFIERS- Ontario

The Literacy and Health Project was set up to determine how reading and health problems were connected. A research phase documented the relationship between literacy and health. Information was collected from community organizations, literature review, three case studies in Ontario, and key informant interviews. The consultation process involved regional workshops across Ontario, a 2-day provincial workshop, and a strategy meeting. Findings demonstrated that virtually all health-related aspects of people with limited literacy skills were worse than for others. Illiteracy had both indirect and direct effects on health. The major impact of illiteracy on health status occurred indirectly. Illiteracy led to poor life-style practices, stress, and unhealthy living and working conditions; it also resulted in lack of access to health information and in inappropriate use of medical and health services. Three crucial areas of action were identified: a commitment to achieve literacy and health for all, a commitment to make environments healthy and safe, and a commitment to ensure equitable access to vital information. Recommendations dealt with issues of equitable access to health-related information. They involved the partnership of government, organizations, and a coordinating body. (English and French summaries of the report are found at the beginning of the report. Appendixes include a 93-item bibliography and a list of project participants. A French-language version of the report is attached.) (YLB)

ED 346 339 CE 061 463

International Technological Literacy Symposium. Proceedings (Anchorage, Alaska, June 25-26, 1992).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 165p.; The final paper may be marginally legible; contains light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

sex educators to identify and contact one another, to compile Human Sexuality Course Syllabi from across the country, and to bring to attention audio-visual materials which are available for teaching Human Sexuality courses. An alphabetical membership list is provided which lists 161 individuals who have indicated an interest in joining the Association of Counselor Education and Supervision (ACES) Human Sexuality Training Network. Interested members are also listed by state. Nineteen Human Sexuality course syllabi, complete with references and reading lists, are included from various colleges and universities. Seven pages of general Human Sexuality audio-visual resources recommended by specific human sexuality instructors are provided, along with five pages of Human Sexuality audio-visual resources recommended by the general instructor group. Instructions are given for readers interested in submitting material for the next edition of the handbook. (NB)

ED 346 358 CG 022 673

Dye, Allen
ACES Attitudes: Supervision Competencies and a National Certification Program.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Convention of the Association for Counselor Education and Supervision (New Orleans, LA, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Counselor Evaluation; *Counselor Training; *Supervision; *Supervisors

A survey was conducted to identify requisite supervisor knowledge and skills and to determine what procedures should be used in establishing a national "approved supervisor" certification program. Subjects surveyed were members of the Association for Counselor Education and Supervision (ACES); all members were invited to participate and some 724 responded, a return rate of approximately 25 percent. Based on results of confidence tests using a 10 percent random sample, respondents provided a clear picture of requisite knowledge and skills. Some 26 items emerged from 6 knowledge and skill clusters of similar items. The clusters included personal traits and qualities; facilitating skills; conceptual skills and knowledge; technical and direct intervention skills; program management and supervision skills; and knowledge of program management and supervision. The results failed to indicate a preference between a seminar course and a laboratory course as the proper setting for acquiring knowledge and competency. There was strong agreement that the requisite knowledge and skills should be clearly in evidence before an individual is allowed to supervise others, that those in training should regularly be evaluated using these factors as criteria, that they should regularly receive feedback about their performance in these areas, and that those with serious deficiencies should be required to obtain additional training or remedial work. The report includes a copy of the presentation delivered at the 1987 ACES convention containing a detailed breakdown of the survey results and findings as well as a summary of the study's limitations, conclusions, and recommendations. (ABL)

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counseling Techniques; Group Counseling; *Self Esteem; Self Evaluation (Individuals); Social Systems

This workbook for enhancing self esteem is formatted to be used either individually or by a group leader. The book is divided into phases of intervention to help individuals develop positive self esteem in a systematic, sequential approach. The first phase focuses on identity. Techniques in this phase help individuals to become more aware of who they are. The second phase, the strengths and weaknesses phase, includes techniques to help individuals identify attributes and areas of self which represent opportunities for improvement. The third phase focuses on nurturance. Techniques in this phase focus on the development of a social support system, learning how to filter feedback from the environment, and managing self-talk. The fourth phase, the maintenance phase, focuses on goal setting, risk taking and personal forecasting. Each technique has write-in space for the participant. Each activity also provides specific references to the book, Enhancing Self Esteem, which helps the leader understand the theory basis for the technique. In addition, a six-step model is included to assist the helping professional in developing discussion in a group or individual setting. Facilitators can use selected techniques from each phase without doing all the activities. Each technique also indicates the ages for which the activity is most appropriate and the time required and materials needed. (LLL)

ED 346 378 CG 024 287

Tindall, Judith A.; Salmon-White, Shirley
Peers Helping Peers: Program for the Preadolescent. Leader Manual and Student Workbook.
PUB DATE- 90
NOTE- 504p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Helping Relationship; Interpersonal Competence; Interpersonal Relationship; *Peer Counseling; Peer Influence; *Peer Relationship; *Preadolescents

This leader manual and student workbook identify human relationship skills which will be valuable to peer helpers as they use their skills in their official roles. The first part of the leader manual discusses the organization and structure of a peer helper program; competencies of adult peer leaders; characteristics of effective helpers; program development; time requirement; space and materials needed; evaluation; and ethical considerations. The second part of the leader manual and the first part of the student workbook present nine modules. These modules focus on getting acquainted; helping process skills; caring skills; empathy skills; sending "I" message skills; helpful questioning skills; conflict resolving skills; decision making and goal setting skills; and putting peer helper skills into action. The third part of the leader manual discusses application of skills in such programs as peer support and peer tutoring. The second part of the student workbook presents supplementary activities. These include: (1)

ED 346 396   CG 024 305

Canning, Judy Harkness
Play Times: A Structured Developmental Play Program Utilizing Trained Peer Facilitators.
PUB DATE- 85
NOTE- 67p.; Photographs may not reproduce clearly. For related documents, see CG 024 303-304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Child Development; Children; Cognitive Development; *Cross Age Teaching; *Developmental Tasks; Early Childhood Education; Emotional Development; Peer Counseling; *Play; *Play Therapy; Program Development; Social Development; Young Children

This manual describes the benefits and procedures for implementing a developmental play program. It is intended to be used by both the leader--a counselor, teacher, or other professional--and students who have been trained in the peer facilitator skills. The manual does not include a detailed training program for peer facilitators, but the nature of the training required and suggested materials are included. In the first of the manual's four chapters, general information about developmental play as a project for peer facilitators is provided. The second chapter examines play as an important aspect of development. Intellectual, emotional, and social development are discussed, and opportunities for growth in these areas through play are examined. The third chapter provides information for beginning a developmental play program. Issues discussed are: identifying a need for developmental play; approaching the personnel; selecting and training peer facilitators; and informing parents. The fourth chapter looks at procedures for implementing play times, which are the periods of play designed to enhance the development of children ages 4 through 6 exhibiting developmental delays, whether intellectual, social, or emotional. The format for the play times is described with suggested time periods included. The beginning and closing circles, which provide the transitions between the regular educational program of the students and the play time activities, are described. Individual time, supervision, and types of participants for play time are discussed. Fifteen play times are included with specific objectives outlined, and suggestions for length of time needed. For each play time a supervision section is included with supervisor questions and suggestions for peer supervisor reactions. Numerous black and white photographs illustrate the text, and a list of 49 references is provided. (LLL)

ED 346 397   CG 024 306

Kuepper, Joan Eklund
Homework Helpers: A Guide for Parents Offering Assistance.
PUB DATE- 87
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

CHOICE AWARENESS.
PUB DATE- 92
NOTE- 193p.; For companion book on CREST theory, see CG 024 323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counseling Objectives; *Counseling Techniques; Counseling Theories; Counselors; *Decision Making; Emotional Response; Goal Orientation; Self Evaluation (Individuals)

This book provides a way for individuals to look at how they make choices in their lives, and how they might make more effective choices in the future. The first part of the book provides an introduction to the CREST system. The meaning of CREST is defined in terms of the five basic choices available to human beings: Caring, Ruling, Enjoying, Sorrowing, and Thinking/Working. The ripple effect of choices is examined, and the analogy of bank accounts in relationships is suggested for making more effective choices. Being an initiator rather than a responder is described as essential for effective choosing. How choices are made, long range goal-setting, developing choice-making skills, learning to initiate, and choosing feelings more effectively are discussed. The second part of the book introduces the CREST system. Learning to demonstrate caring for the self and others, taking the lead with others and the self, developing skills in assertiveness, making enjoying choices, responding with self-sorrowing choices, and identifying thinking/working patterns are discussed. Spa activities, designed to enable the individual to experience the joy of self-knowledge, are included. (LLL)

ED 346 416 CG 024 325

Schmidt, John J.
Invitation to Friendship.
PUB DATE- 88
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Friendship; Interpersonal Competence; Interpersonal Relationship; Peer Relationship; Self Actualization; Self Concept; Young Adults

Targeted to young people, this book presents a specific process for forming friendships. The first chapter explores the idea of friendship. The importance of friendship, factors that influence friendships, characteristics and qualities of friendships, and ways to keep friendships are discussed. The second chapter defines invitations and shows how invitations can be used to develop friendships. "Disinvitations" are described, and how they destroy friendships and prevent friendships from developing is explained. This chapter also discusses perceptions, and how peoples' perceptions influence their friendships. The third chapter describes how people "see" themselves. How a person's self develops and changes during a lifetime is discussed. The importance of learning about the self is discussed as a prerequisite for forming friendships with others. The fourth chapter presents the steps for being an inviting friend, and shares ideas about when to invite, why to invite, and whom to invite. The fifth chapter combines the ideas found in the first four chapters and describes the heard and completing a cloze test based on the lecture. The Stanford Listening Comprehension subtest and a Notetaking Attitude Survey were also administered. Results indicated that: (1) students in the explicit instruction group scored higher on the cloze test and viewed notetaking more positively than subjects in the control group; and (2) there were no significant differences between explicit instruction subjects and control subjects on the listening test or the summarization measure. Findings suggest that explicit instruction in a specific notetaking strategy is beneficial to students as young as the sixth grade. (One table and two figures of data are included; the Notetaking Attitude Survey and 14 references are attached.) (RS)

ED 346 436 CS 010 959

Cipielewski, Jim; Stanovich, Keith E.
Predicting Growth in Reading Ability from Children's Exposure to Print.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Authors; *Childrens Literature; Evaluation Methods; Grade 4; Grade 5; Intermediate Grades; Longitudinal Studies; *Predictor Variables; *Reading Ability; Reading Research; *Reading Tests
IDENTIFIERS- Print Awareness; *Print Exposure (Reading)

A longitudinal study of growth in reading ability employed two new indicators of print exposure that use a checklist-with-foils logic and that have very brief administration times. Subjects, 52 boys and 46 girls from 4 different fourth- and fifth-grade classes in a religiously-affiliated private school, completed the Title Recognition Test (TRT) and the Author Recognition Test (ART) (in which they identified titles and authors of actual children's books interspersed with false titles). Subjects' scores on standardized reading tests taken during their third and fifth grades were also analyzed. Results indicated that individual differences in third to fifth grade growth in reading were significantly related to subjects' scores on the TRT and the ART. Findings suggest that the extent to which individuals engage in literacy activities is a significant contributor to developed reading ability. Further studies of the cognitive consequences of literacy could be facilitated by the use of the easily administered indicators of print exposure examined in this study. (Three tables of data are included; two appendixes containing the author and title recognition test items and the percentage recognition for each item, and 39 references are attached.) (RS)

ED 346 437 CS 010 960

Barry, Martha H.; And Others
A Survey of Reading Approaches.
PUB DATE- 21 Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

knowledge of cognition--in first language (L1) and second language (L2) writing. Subjects were 20 students (10 L1 and 10 L2) in a first level college writing course. A questionnaire elicited subjects' definitions of good writing, their notions of the constituent features of the writing process, and their attitudes and knowledge about writing. Writing samples were then gathered and graded both holistically and for compositional and grammatical proficiency. Results showed that all writers, L1 and L2, have metacognitive models of writing, and that these models cluster around three types: (1) grammar and correctness; (2) communications/audience sensitive; and (3) personal voice/self-expression. In addition, students had either one template (a single focus model) or two templates (a complex focus model) for planning, composing, and writing. Nine of 10 L1 writers and 8 of 10 L2 writers had complex focus models. L1 writers were served well by any of the models, or any combination. However, results showed that for L2 writers, complex models containing a grammar/correctness element present conflicting demands in writing which they are often unable to resolve, and which work against their writing performance. Results suggest that the communication model may have a positive impact on L2 writers' performance, and thus, that L2 writers may be helped by instruction with a focus on audience-aim-purpose. (One table of data and a handout on the study's methods are included.) (SR)

ED 346 456 CS 213 361

Ediger, Marlow
Writing and the Child.
PUB DATE- 92
NOTE- 16p.; Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Family Environment; *Learning Activities; Letters (Correspondence); *Parents as Teachers; *Parent Student Relationship; Reading Aloud to Others; *Writing (Composition); Writing Achievement; Writing Assignments; *Writing Improvement
IDENTIFIERS- Childrens Writing

Parents can help their children master the skills needed to become good writers. While preschool pupils, in most cases, cannot do their own writing, the parents can: ask their children for ideas to include in letters to friends or relatives; write down, and then read back, ideas dictated by the child; read interesting library books to their children; help their first grade children to write short letters, order free materials, or write brief business letters; and discuss business and friendly letters received in the mail. Second and third grade pupils often differ considerably in writing ability--parents should respect each child's level of achievement and assist their children by: encouraging them to write partial or entire letters to friends or family; encouraging children to complete school writing assignments; cooperating with teachers to identify specific areas of help and guidance for each child; and encouraging and participating in creative writing activities in the home. Many intermediate grade pupils can engage in and successfully complete different kinds of written work. Parents can engage their intermediate and upper grade children in writing activities such as poetry writing; writing

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Cooperative Learning; Higher Education; *Holistic Approach; Personality; *Personality Traits; *Philosophy; Self Concept; *Writing Instruction; Writing Teachers
IDENTIFIERS- *Dewey (John)

John Dewey employed the phrase "water-tight compartments" to mark deficiencies of integration within an individual's personality. For Dewey, the self is complex, but a strong personality integrates its various habits so that they reinforce rather than conflict with one another. Dewey's focus on this problem of personality has relevance for teachers in the everyday world, in the classroom, and in the field of composition. Dewey's ideas can help teachers understand their own struggles for integration, the inability to bring the varied activities of teacher, father, and friend together so that they can energize one another. Dewey described biological, social, and political factors which promote a separation of personality in the modern world. He also analyzed certain habits of mind which have an affinity with an old-fashioned individualism dating back at least seven centuries to medieval religion. Dewey criticized this brand of individualism by showing how Americans associate it with living in isolation and identify it with the self-reliance of frontier people. The upshot of Dewey's critique is his discussion of democracy, the essence of which (in his view) is community. According to Dewey, all of the great modern advances have been cooperative affairs. The modern lack of integration has two causes: (1) modern life is too weighted toward isolation; and (2) modern life is victimized by professionalization. Thus, many teachers are driven to experimentation in the classroom, where they have the most control, and attempt to create a community along Deweyan lines by overcoming the water-tight compartments that separate human beings. (HB)

ED 346 474 CS 213 391

Henderson, Sarah A.
Why Do I Have To Be Here? The Advanced Placement Student in First-Year Composition: Problems and Issues in Cognitive Development.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Placement; Advanced Students; *Cognitive Development; College Students; *Freshman Composition; Higher Education; *Student Attitudes; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Perry (William); *Perry Scheme of Intellectual Ethical Development

College students who have had Advanced Placement (AP) English in high school often present motivational or other problems for instructors of first-year college composition. These students often resist instruction or have difficulty working successfully in writing groups with peers. However, often these students' work is not outstanding or even satisfactory. According to the scheme of cognitive development posited by William Perry, a key moment occurs as students move into a mode of contextual relativistic thinking, which is essential for success in college work. Perry's scheme, however, has met with

English has presented a unified moral pedagogy whose object has been to monitor and evaluate a social class called "students." In this view, composition is a domain of regulated interventions into the lives of a population for purposes of regulation. Thus, whether according to product or process approaches, students remain unliberated, and continue to think of themselves as "not good at English." (HB)

ED 346 492 CS 213 414

Bednar, Lucy
Using Bakhtin's Competing Voices To Interpret "An Occurrence at Owl Creek Bridge."
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Characterization; College English; Content Analysis; Discourse Modes; Higher Education; *Literary Criticism; Short Stories
IDENTIFIERS- *Bakhtin (Mikhail); *Occurrence at Owl Creek Bridge (An); Text Factors; *Voice (Rhetoric)

According to Mikhail Bakhtin, a 20th century Russian linguist and literacy critic, texts represent battlegrounds for competing voices, including the author's, the narrator's, and the characters'. This concept of "heteroglossia" can be applied to a short story such as Ambrose Bierce's "An Occurrence at Owl Creek Bridge," about the--as it turns out, hallucinatory--escape from execution of a Southern sympathizer named Peyton Farquhar during the Civil War. College students were asked to identify the various voices they heard in the text, according to Bakhtin's scheme. Bierce's story lends itself well to such a task, since it is divided into three sections, each of which has a distinctive predominant voice. In the first section, the dominant voice is that of the formal, military establishment, while in the third section, it is desperate and unreliable, reflecting Farquhar's racing thoughts and frantic clinging to life, while at the same time hinting at something dreamlike and unreal. Less easy to identify is the voice prevalent in the second section which expresses the romanticized view of military life that led Farquhar to become involved in the war to begin with. The juxtaposition of the three distinctive voices gives the story the added dimension of an indictment of a romanticized view of war. Further, the voices in the story are readily recognizable, and students can extend their observations about competing voices to include thematic concerns. A more complex use of Bakhtin's theory developed through the discussion as students began to identify the social forces behind the voices they identified. The film version of the story is also interesting because, while it contains almost no spoken dialogue, it is still possible to identify voices. Using the film in conjunction with the story can be instructive. Both versions can be connected to Bakhtin's ideas, thus highlighting a dimension of the story that is certainly there but not often emphasized. (HB)

ED 346 493 CS 213 415

Weiser, Michael S.
Building on Common Ground: Overcoming Resistance to WAC in the

Similarly, the first speech that students prepared was based on personal experience, and students brainstormed together. Work on writing and speech assignments was also similar in the other stages. In each step, students developed their ideas following a process model. They were guided through a system involving problem solving, asking questions, listening skills, and collaborative learning. For each assignment, the speaker or writer considered the audience as part of the process of communication. The final products were evaluated by the instructor, peers, and the student alike. The collaboration of the speech and writing instructors served as a model for students and helped the educators focus their own ideas. The instructors concluded that colleagues belong together whenever teaching and learning is the underlying process. (SG)

ED 346 512   CS 507 814

Wirkus, Tom E.
A MOSAIC: Designing the Listening Component of a Required Basic University Course.
PUB DATE- 5 Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Curriculum Development; Higher Education; Instructional Materials; Introductory Courses; *Listening Skills; *Required Courses; Skill Development; *Speech Instruction; Units of Study
IDENTIFIERS- Speech Communication Education; *University of Wisconsin La Crosse

Since 1961, the Department of Speech of the University of Wisconsin-La Crosse has required all students to take a "Principles of Effective Speaking" course. Some faculty members tried repeatedly between 1967 and 1987 to increase the course from two to three credit hours and to heighten the course's emphasis on listening skills. A 1990 report of the university's General Education Committee identified listening skills as one of the foundations that a basic speech course should offer and submitted a course proposal to the Department of Speech Communication/ Theatre Arts. Among the department's final recommendations was increasing the course's emphasis on listening skills. Because of concerns that the call for improved listening instruction was not accompanied by specifics in the course outline concerning how to address listening skills, a proposal for a 1.5 week-long mini-unit dealing with listening was developed. Packets of listening-related materials were provided to instructors to assist in their teaching. In the first year of the redesigned course, the feeling within the department is that considerable strides have been made toward fulfilling course objectives. (One appendix presenting the course syllabus is attached.) (SG)

ED 346 513   CS 507 827

Collins, Stephen
A Rhetorical Systems Approach Based on a General Systems Theory Analog.
PUB DATE- 31 Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech

ED 346 532 CS 507 859

Butland, Mark J.; Beebe, Steven A.
A Study of the Application of Implicit Communication Theory to Teacher Immediacy and Student Learning.
PUB DATE- May 92
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Communication Research; Higher Education; Questionnaires; Regression (Statistics); *Teacher Behavior; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Implicit Communication; *Teacher Immediacy

Teacher immediacy has surfaced as an important instructional communication variable, yet little is known about how it functions to effect learning. To offer an explanation as to how teacher immediacy facilitates learning, a study investigated implicit communication theory. Subjects consisted of 625 undergraduate students who completed questionnaires later subjected to regression analyses. As in previous research, teacher verbal and nonverbal immediacy effected cognitive and affective learning. Findings indicate that implicit communication theory helps explain why learning occurs. Specifically, the dimensions of pleasure and arousal accounted for over half of learning variance. Further, implicit communication theory is significantly related to teacher immediacy. Results suggest that the integration of implicit communication theory with learning in general and specific instructional variables such as teacher immediacy is appropriate and fruitful. (Nine tables of data are included; 103 references are attached.) (Author)

ED 346 533 CS 507 861

Stewart, Robert A.; Barraclough, Robert A.
Immediacy and Enthusiasm as Separate Dimensions of Effective College Teaching: A Test of Lowman's Model on Student Evaluation of Instruction and Course Grades.
PUB DATE- Feb 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; College Instruction; Communication Research; *Grades (Scholastic); Higher Education; Multivariate Analysis; Regression (Statistics); *Student Evaluation of Teacher Performance; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- Communication Behavior; *Enthusiasm; *Teacher Immediacy

A study investigated the magnitude of the relationship between measures of teacher immediacy and teacher enthusiasm and their relative contributions to student evaluations of instruction (SEI) and students' course grades. It was argued that immediacy and enthusiasm are descriptors of the two dimensions of institutions at the federal, state, and local levels; involve parents and other adult volunteers; offer parent education program in every school; renew the school curriculum; ensure equal and ready access to high quality education; provide early childhood education and child care programs; attract quality educators with emphasis on minorities; demand adequate funding; and help immigrant assimilation into the mainstream. (7 references) (LMI)

ED 346 553 EA 023 926

The Status of the Curriculum in the Public Schools from the State Board of Education. Submitted to the Governor, Lieutenant Governor, and the Seventy-Second Texas Legislature 1989-1990.
PUB DATE- Jan 91
NOTE- 20p.; For the 1987-88 report, see ED 304 794.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Boards of Education; Compliance (Legal); Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *Public Schools; *State Legislation; *State Standards
IDENTIFIERS- *Texas

The current status of the curriculum in Texas public schools and the implications for future curriculum changes are examined in this report mandated by state House Bill 246. The report provides a 5-year overview for both general and vocational education from December 1986 through December 1990. Following an executive summary, the introduction reviews the history of state curriculum legislation and highlights state curriculum goals. The second section describes curriculum responses to needs in general education--which include changes in curriculum requirements, the textbook adoption process, student assessment, and staff evaluation--and to needs in vocational education and teacher preparation. A compliance statement is included. (LMI)

ED 346 554 EA 023 928

A Manual for Textbook Coordinators.
PUB DATE- May 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Public Schools; Resource Materials; *Textbooks; *Textbook Selection; *Textbook Standards; Visual Impairments

This manual on the procedures for Texas textbook coordinators is divided into eight sections. Section 1 details general information on textbook responsibilities of individuals and groups, transfers of texts from school to school, textbook funds, waivers for textbook selection, and important facts to remember--rules, deadlines, and changes. Section 2 elaborates on the adoption, selection, and ordering of textbooks. Sections 3 and 4 concern the shipments of textbooks by and to districts. Section 5 details information on textbooks for the visually handicapped. Section 6 gives information on the procedures for sample textbooks, and section 7 elaborates on miscellaneous

Homeless Children and Youth and Public School Enrollment of Homeless Children and Youth. (MLH)

ED 346 574 EA 024 004

Transporting Students with Special Needs: A Resource Manual for School District Administrators.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Disabilities; Elementary Secondary Education; *Mainstreaming; Severe Disabilities; Special Education; *Special Needs Students; *Student Transportation
IDENTIFIERS- *Oregon

As schools develop programs to serve students with increasingly complex conditions and as greater numbers of students with severe disabilities are mainstreamed into their neighborhood schools, requirements for safely transporting these students have become more complicated. This document provides special education administrators, transportation program administrators, and technical support staff a concise resource manual including multiple checklists, references to specific state and federal regulations related to special education transportation, additional lists of resource persons and materials, numerous questions and answers designed to uncover potential problem areas, and recommendations relating to various procedures. Although not intended to be regulatory, the materials are a starting point for cooperation and negotiations among the service agents responsible for ensuring special education students' safety and well-being and providing appropriate support and educational services. Recognizing and understanding the federal and state laws governing special education and pupil transportation is the key to providing effective student services. The manual also contains a sample protocol for determining needs for bus attendants and a transportation questionnaire geared to specific student needs. Appendices providing information for administrators, transportation personnel, and special education staff are also included, along with crash-protection advice and resources. (MLH)

ED 346 575 EA 024 005

Picus, Lawrence O.
An Update on California School Finance 1992-93: What Does the Future Hold? Working Paper Number 21.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Support
IDENTIFIERS- *California

The purpose of this paper is to describe the current fiscal

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Women in Education (San Antonio, TX, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Elementary Secondary Education; *Grievance Procedures; Higher Education; *Intercultural Communication; Negotiation Impasses; *Problem Solving

Recent significant developments in the study of dispute resolution in education are presented in this paper, which traces the connection between academic research, teaching, and the practice of dispute resolution in general. The first part critically surveys the theoretical bases of other disciplines of inquiry and describes what works and does not work in public education. The next part offers a cross-sectional review of the methods of dispute resolution used at the elementary, secondary, and higher levels of education. Finally, efforts to incorporate successful strategies at multiple levels are reviewed, highlighting examples of successful programs. Current field practices are addressed in a discussion of conflict resolution as it relates to racial and multicultural issues. Dispute resolution techniques for dealing with racial and cultural conflict are important skills for administrators. (25 references) (LMI)

ED 346 597 EA 024 041

O'Loughlin, Michael; And Others
A Study of the Effects of the Sparsity Supplement on the Equity of the Florida Education Finance Program.
PUB DATE- Feb 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; *Finance Reform; *Rural Schools; School Demography; *State Legislation
IDENTIFIERS- *Economies of Scale; Fiscal Neutrality; *Florida; Funding Formulas

Economy of scale in rural schools and districts is associated with higher per pupil costs for educational programs and services of a quality comparable to nonrural schools. In 1990, Florida was one of 29 states that recognized higher per pupil costs associated with student population sparsity by providing additional revenues through its funding formula. Out of 67 school districts in the state, 37 received additional revenues to offset such costs. To ensure equity, Florida's Education Finance Program (FEFP) bases financial support to public schools on the number of students participating in a specific educational program, rather than the number of teacher units or classroom units. This paper summarizes a study examining the effects of additional revenue for student population sparsity on the equity of FEFP. The study divided the FEFP into four revenue sources: foundation program, supplements, discretionary levy from the local property tax, and categorical and special allocations. Measures of equity were applied to each element under two conditions (inclusion or exclusion of additional equity revenues). Findings showed that the sparsity supplement enhanced vertical equity for sparsely populated school organizational processes is examined in part 3, which describes the local concerns generated by comprehensive mandates for change. Part 4 accounts for differences in the two national repertoires of policy inducements and addresses the question of how a central policy program presents itself locally. A profile of policy inducements from the school's perspective is articulated. Two figures are included. (29 references) (LMI)

ED 346 617   EA 024 070

Lee, Valerie E.; Smith, Julia B.
Effects of School Restructuring on the Achievement and Engagement of Middle-Grade Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Decentralization; Grade 8; Grouping (Instructional Purposes); Junior High Schools; Middle Schools; *School Organization; *School Restructuring; Student Motivation; *Student School Relationship
IDENTIFIERS- Middle School Students

This study examined the impact of attending restructured schools on the achievement and engagement of young adolescents. The restructuring movement is placed within the conceptual framework that favors the development of more communally organized schools, as opposed to the largely bureaucratic model of most American schools. Using a subsample of data from the base year of the National Longitudinal Study of 1988 (NELS:88), including 8,845 eighth graders in 377 public, Catholic, and independent middle-grade schools, the effects of school restructuring on student achievement, engagement with academic work, and the extent of at-risk behaviors are examined. The construct of restructuring is captured as less departmentalization, more heterogeneous grouping, more team teaching, and a composite index of restructuring. The study makes use of multilevel analytic models and includes statistical controls for characteristics of students and schools. Findings indicate that restructuring has modest but positive effects on both achievement and engagement and contributes to a more equitable distribution of these outcomes among students from different social backgrounds. Students attending schools with fewer eighth-grade peers also demonstrate more academic engagement and a more equitable distribution of achievement. Eight tables and 18 technical notes are included. Appendices include tables of hierarchical linear models. (98 references) (LMI)

ED 346 618   EA 024 071

Richardson, M. D.; And Others
The Value of Participatory Decision-Making: A Collaborative Approach.
PUB DATE- Feb 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

emphasizing the difficulty in dealing with the dual problem of substance abuse and chronic mental illness. The leaflet points out that prevention efforts should include information specific to the person's disability. It offers suggestions to improve interactions with this population and provides factual information to dispel four commonly held myths about individuals with mental illness. Seven organizational resources and seven printed resources are listed for further information. (JDD)

ED 346 638 EC 301 249

Americans with Disabilities: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 91
NOTE- 9p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Alcohol Abuse; At Risk Persons; *Civil Rights Legislation; *Disabilities; Drug Abuse; Elementary Secondary Education; Federal Legislation; Handicap Discrimination; Interaction; *Intervention; Organizations (Groups); *Prevention; Resources; Social Discrimination; *Substance Abuse
IDENTIFIERS- *Americans with Disabilities Act 1990

This guide to alcohol and other drug abuse prevention for individuals with disabilities begins with a discussion of Congressional intent in enacting the Americans with Disabilities Act of 1990 (ADA), the stressful demands experienced by Americans with disabilities, and the ways in which these stresses may predispose people with disabilities to choose an escape through the use of alcohol or other drugs. The impact of the ADA on alcohol and drug prevention programs and professionals is outlined. The guide also examines the definition of a person with a disability, architectural and communication barriers, discrimination, suggestions to improve access and positive interactions, five commonly held myths about individuals with disabilities and the facts that dispel them, and language guidelines regarding people with disabilities. The guide concludes with a list of 13 organizational resources and 18 references. (JDD)

ED 346 639 EC 301 250

Learning Disabilities: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 91
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

and morbidity (infants); newborn screening and/or follow-up; breastfeeding and infant nutrition; parenting; primary care/preventive health services (child health); health and safety in child care settings; emergency medical services; lead poisoning prevention; violence/injury prevention; early childhood intervention; family-centered, community-based, comprehensive services (children with special health needs); chronic illness, disabling conditions; technology dependent, medically fragile; Colley's Anemia, Thalassemia; Hemophilia/AIDS (Acquired Immune Deficiency Syndrome); primary care/preventive health services (adolescents); violence/injury prevention (adolescents); youth in transition; state staff development; MCH/Public Health professional development; program coordination and networking; financing; data/information; and overcoming ethnocultural barriers to genetic services. Indexes to project titles, grantee names, locations, and subjects are provided. (DB)

ED 346 657 EC 301 269

Arcia, Emily; And Others
Review of State Policies To Empower Families and Reach Populations Typically Underserved. Carolina Policy Studies Program.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Delivery Systems; *Disabilities; *Educational Legislation; *Educational Policy; *Family Programs; Federal Aid; Federal Legislation; Infants; Minority Groups; Needs Assessment; Parent Rights; Program Costs; *State Programs; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part H; Parent Empowerment

This study examined states' policies toward families in the context of requirements of Part H of the Individuals with Disabilities Education Act to provide early intervention services to all families with infants and toddlers with special needs. The study reviewed 13 "Year 4" applications for Part H funds from states in all geographical regions of the country and from states with a high percentage of ethnic minorities. Each application was reviewed for general and specific statements of policies aimed at reaching populations typically underserved, and for policies which would empower families by providing them maximum choice and flexibility. Conclusions and recommendations are grouped into the following categories: policies that impact on families' perceptions of problems and needs; policies that enhance enabling factors; policies that empower families; and policies that monitor and support services to minorities. Results indicated that, although all states reflected the spirit of the law, few of the applications had concrete examples or details on how general principles would be put into operations. The 14 specific recommendations include the following: in addition to targeting the general population, public awareness campaigns should also target minority populations; cost of services should be minimized to make these services accessible to all families; Part H should allow families to define their members; and state data systems should include family sociodemographic characteristics to allow monitoring of equitable distribution of resources. (Seven

PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Children; Communicable Diseases; *Disabilities; Interpersonal Competence; Parent Child Relationship; Self Care Skills; *Sex Education; Sexual Abuse; *Sexuality; Social Development; Young Adults

This theme issue newsletter presents six brief articles on sexuality education for children and youth with disabilities. Each article presents an overview of important points to consider when providing sexuality education, then concludes with a list of materials for families and professionals. The first article, "The Development of Sexuality," presents essential information on sexuality and sexuality education. The second article, titled "The Importance of Developing Social Skills," offers parents suggestions in promoting their children's socialization skills. Next, "Teaching Children and Youth about Sexuality" offers suggested discussion topics by age group (preschool through adolescence). The fourth article is primarily a bibliography of resources (grouped by disability) concerned with "How Particular Disabilities Affect Sexuality and Sexuality Education". The next article briefly addresses "Fostering Relationships: Suggestions for Young Adults". The final article offers resources on special issues including sexual orientation, reproduction and birth control, protection against sexually transmitted diseases, and protection against sexual exploitation and abuse. (DB)

ED 346 677   EC 301 291

van Kraayenoord, Christina E.
Metacognitive Knowledge and Reading of Pupils with Learning Disabilities.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of The American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 2; *Learning Disabilities; Longitudinal Studies; *Metacognition; Primary Education; Reading Comprehension; *Reading Difficulties; Reading Skills
IDENTIFIERS- Australia

This study used a longitudinal design to examine the possibility of a causal link between metacognitive knowledge and reading performance across time in a group of grade 2 Australian children (1989 cohort, N=100; 1990 cohort, N=90) with and without learning disabilities. Revaluation between 1 and 2 years later found: no relationship between children's metacognitive knowledge about reading from one year to the next; group membership influenced almost all reading and metacognitive variables; accuracy and comprehension scores changed positively over time; there was no consistent relationship between metacognition and comprehension; and there were inconsistent results regarding the relationship between the two metacognitive constructs (metacognitive knowledge about reading and print awareness) particularly investigated. (46 references) (DB) available within the educational setting; assessment; determining the need for a medical assessment; the educational team; training others to feed safely; responsibilities of the trainee; monitoring of safe feeding programs; other health factors affecting safe feeding; environmental issues affecting safe feeding; remedial feeding/eating; liability; and cost of safe feeding programs. Appendices include the following: a safe feeding checklist; a feeding protocol; a health care plan; a sample training packet; sample non-oral feeding procedures; sample feeding forms; a list of 27 nutrition books/articles for special needs children; and an emergency protocol. (DB)

ED 346 697   EC 301 312

Kofsky, Gale E.
Increasing the Number of Minority Elementary Students Found Eligible for Placement in a Gifted Program by Enhancing the Quality of Screening Instruments and Inservice Training Provided to School Staff.
PUB DATE- 12 Mar 92
NOTE- 115p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academically Gifted; Blacks; Elementary Education; *Elementary School Students; *Eligibility; Hispanic Americans; Incidence; Inservice Education; Limited English Speaking; *Minority Groups; Preschool Education; *Referral; *Screening Tests; Student Characteristics

This practicum attempted to increase the number of minority elementary students in prekindergarten through grade 5 found eligible for placement in a gifted program by enhancing the efficiency and effectiveness of the screening instruments and by providing inservice training to increase the understanding of gifted characteristics and program eligibility by school staff. Four hands-on inservice training sessions were used to familiarize teachers, counselors, and administrators in target schools with a preselected group of norm referenced screening instruments and with characteristics common to gifted minority and limited English proficient children. A matrix was developed to assist the Child Study Team in its review of referral information. The program met all four of its objectives: (1) a 10 percent increase in the percentage of Black and Hispanic students found eligible for placement in a gifted program; (2) an increase in the number of Black and Hispanic students screened for gifted testing in 80 percent of the low referring schools; (3) an increase in the percentage of young (prekindergarten through grade 2) minority students screened; and (4) improvement in the understanding of gifted characteristics and eligibility criteria of teachers and administrators. Appendixes include a record sheet of gifted screening information, the survey of gifted identification procedures and practices, an assessment of characteristics of giftedness, and a pilot gifted screening program log sheet. (64 references) (DB)

ED 346 698   EC 301 313

Kelley, Pat; And Others
Medications Used by Students with Visual and Hearing Impairments: Implications for Teachers.
PUB DATE- 17 Apr 92
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-

Development; Program Implementation; Public Service; *Screening Tests
IDENTIFIERS- *Cholesterol

This document provides guidelines for communities interested in developing public cholesterol education and screening programs. It contains information to use in considering a program and protocols to follow in conducting a program that meets standards established by the National Cholesterol Education Program. An introduction summarizes content. Section 2 covers five topic areas of concern: (1) the goal and objectives of public cholesterol education and screening; (2) general recommendations for program development; (3) questions to ask before becoming involved with public cholesterol education and screening, including liability, staff, medical community links, screening site, quality control, and portable analyzers; (4) portable analyzer comparison; and (5) statement on cholesterol screening of children. Section 3 details the steps involved in performing the actual procedure on the day of screening and education. Three stations at the screening site are described: registration, measurement, and education and referral. Concerns, materials, setup, and procedure are detailed for each station. Quality control procedures are outlined. Photo-ready copies of forms and additional education materials include informed consent, education message, medical care referral information, follow-up reminder letter, basic definitions, commonly asked questions, and annotated bibliography of 48 recommended materials and resources. The final section lists eight suggestions for program evaluation. (YLB)

ED 346 246 CE 061 228

Kennedy, Thomas P.
Resources for Prison Literacy Projects.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; Educational Finance; Educational Resources; *Financial Support; Grants; *Information Sources; Instructional Materials; *Literacy Education; *Technical Assistance

This resource directory provides information concerning sources of funding and technical assistance for prison literacy projects. It is intended for prison organizations, educators, and literacy organizations who sponsor literacy programs in corrections. Contents include lists of 4 prison literacy projects, 2 literacy organizations, 12 literacy resource centers, 4 corrections resource centers, 5 education associations, and 8 sources of newsletters. Names and addresses are provided; some telephone numbers are given. The listing of 13 publishers of books for adult learners contains publisher, address, and titles of suggested books or type of catalog or books available. Names and addresses of two sources of school supplies are listed. The section entitled Prison Library Literacy Grants provides the name, address, and telephone number of a source for more information on federally funded Library Services and Construction Act (LSCA) Title I grants available to prison libraries. An alphabetical listing by state follows of the names, addresses, and telephone numbers of state directors of library literacy programs who can also provide information about LSCA Title I grants for prison literacy grants. Finally, two books about grant writing and their source are listed. (YLB) learning problems that made them at risk for successfully completing technical training. The program, called Skills Enhancement Training, was a support system before, during, and after technical training. Feedback from management, supervisors, and workers indicated the program was a success. (The 14-page report is followed by these appended materials: completed supervisor ratings of program effects on their departments and post-program participants, demographic summary of the math training class, and skills assessment instruments.) (YLB)

ED 346 263 CE 061 270

Erickson, Judith B.
Indiana Youth Poll: Youths' Views of Life beyond High School.
PUB DATE- 92
NOTE- 76p.; For views of high school life, see ED 343 283.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Career Choice; *Career Planning; *Education Work Relationship; Futures (of Society); Goal Orientation; High Schools; *High School Students; Occupational Aspiration; Parent Background; State Surveys; Student Attitudes; *Student Educational Objectives; *Student Employment; Student Interests; Success; Youth
IDENTIFIERS- *Indiana Youth Poll

The Indiana Youth Poll examined young people's doubts, hopes, and dreams for the future. Participants responded in two ways: they replied as individuals to a short questionnaire and participated in discussions on open-ended questions. Altogether, 1,560 students from 204 of Indiana's public high schools and from 20 of the 293 private high schools participated. Findings related to students' present employment showed the following: they worked 10-20 hours per week; with age came a steady increase in number of hours worked; there were gender and age differences in jobs reported; and nearly 4 in 10 job-holders saw no relationship between their current jobs and career aspirations. Answers to questions regarding educational and career plans indicated that a majority expected to finish high school; 74.2 percent felt they ought to go to college right after high school. Students reported occupational aspirations that exceeded their parents' attainments. Students saw the following barriers to doing what they wanted to do at age 30: lack of money for education, not having good grades, not knowing the right people, lack of knowledge about careers, and conditions in the economy. Four in 10 thought Indiana offered as many opportunities as other areas. A slight majority expected to leave Indiana. Most defined success in materialistic terms. (Appendixes include 52 endnotes, questions for further discussion, a list of 4 program and 6 print resources, and the instruments.) (YLB)

ED 346 264 CE 061 271

Workplace Literacy Instruction for College Preparation of Health Care Workers. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Apr 92
NOTE- 110p.; For a related document, see CE 061 051.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

Mathematics Skills; Medical Services; Natural Resources; *Occupational Clusters; Reading Skills; Secondary Education; Service Occupations; *Skill Development; Social Services; Tourism; Transportation; *Vocational Education; Writing Skills
IDENTIFIERS- Alberta

This 36-level occupational component of Integrated Occupational Program (IOP) consists of 8 occupational clusters composed of 20 occupational courses. Each course contains learning activities so that students in Alberta (Canada) may develop occupational concepts, skills, and attitudes. This teacher's manual consists of the following sections: introduction; using the manual; learning resources; concepts, skills, and attitudes; suggested teaching strategies; teacher support material; achievement profiles; and copyright acknowledgements. The IOP occupational component consists of 10 strands of generic skills: introductory; organizational; communication; reading; writing; mathematical; visual; entrepreneurship; community partnerships; and work. The generic skills curriculum component is common to each of the occupational courses. Each skill section contains some or all of the following: skills; definition; resources; correlation of learning objectives with student resources; teaching resources; suggested activities; and resources (activities, worksheets, etc.). Teacher support material consists of 20 occupational course sequences: agricultural mechanics; agricultural production; horticultural services; business services; office services; building services; construction services; crafts and art; technical arts; natural resource services; child and health care services; esthetology; fashion and fabric services; hair care; commercial food preparation; food services; maintenance and hospitality services; automotive services; service station services; and warehouse services. For each course are listed sequence, entrance requirement, facilities, equipment, tools, and other learning resources. (NLA)

ED 346 283 CE 061 294

Understanding Taxes! Teacher's Resource Package.
PUB DATE- 92
NOTE- 204p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Responsibility; *Consumer Education; High Schools; Income; Instructional Materials; Tax Allocation; Tax Credits; Tax Deductions; *Taxes; *Tax Rates
IDENTIFIERS- *Income Taxes; Internal Revenue Service

This high school curriculum on understanding taxes contains six units. An overview explaining the course's format includes purposes and objectives for each of the six units and summaries of the related video. Each lesson in a unit may contain information on history, civics/government, economics, consumer education, and business education. Each unit lesson contains some or all the following: purpose; objectives; materials; key terms; opening; development; conclusion; extension; overhead transparencies; student handouts; problems/quiz problems; forms; and evaluation forms. Unit one contains lessons on income tax and the individual taxpayer and taxpayer rights and responsibilities. Unit two contains three lessons: from W-4 to W-2, filing a return form 1040EZ, and form 1040A and beyond. Unit three's lesson is on state and local taxes. Lessons in unit four describe federal tax system evolution and making federal tax laws. Unit five includes four lessons on the topics contained and was pretested on a select group of learners. The module includes goals and objectives, an overview, practice exercises, a post-assessment exercise, a summary, and answers to exercises. (Author/KC)

ED 346 302 CE 061 356

Rossetti, Rosemarie; McCaslin, N. L.
An Examination of Middle School Agricultural Education and FFA Programs: Survey Results from State FFA Executive Secretaries.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Educational Trends; *Enrollment; Junior High Schools; *Middle Schools; *Student Organizations; Vocational Education
IDENTIFIERS- *Future Farmers of America; Middle School Students

A study collected information from 52 of the 53 state Future Farmers of America (FFA) executive secretaries who were sent questionnaires on middle school student enrollment in agricultural education and membership in the national FFA organization. Results showed that 30 states have agricultural education programs in the middle school level, with a total of 52,968 students enrolled. Additionally, 19 states reported having FFA membership at that level, with an estimated 17,722 middle school students being members of FFA. Middle school agricultural education programs last from 6 to 36 weeks in length, with the average being 17 weeks. Some of the conclusions reached by the study were the following: (1) middle school agricultural education programs are not a new development; (2) most of the states include competitive events for middle school FFA members; (3) middle school agricultural education programs include a core curriculum of plant science, career exploration, agricultural literacy, animal science, conservation, and mathematics; (4) student benefits included increased agricultural knowledge, increased participation in FFA activities, career awareness, leadership development, reduced dropout rates, and increased self-esteem; and (5) the major disadvantages of middle school student participation were increased burnout, duplication of course work from the high school, increased competition with other courses, and a reduction of time available for other career exploration. Seven recommendations for improving middle school agricultural education were offered. (KC)

ED 346 303 CE 061 357

Schlossman, Steven; And Others
Bright Hopes, Dim Realities: Vocational Innovation in American Correctional Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Adult Education; Adult Vocational Education; Community Attitudes; *Correctional Education; *Correctional Rehabilitation; Crime Prevention; Criminology; Educational

learning are essential to the process: (1) positive interdependence; (2) face-to-face student interactions; (3) individual accountability; (4) social skills; and (5) group processing. Implementation of cooperative learning strategies requires teacher training and follow-up. The Johnson and Johnson model identifies the decisions involved in planning a cooperative learning group lesson: selecting tasks, determining content and accepted performance level, and selecting social skills students will learn. The teacher may require new skills to manage the classroom. (An annotated listing of 15 print resources is provided.) (YLB)

ED 346 321 CE 061 411

Imel, Susan
Workplace Literacy: An Update. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Annotated Bibliographies; Basic Skills; *Curriculum Development; Educational Needs; Illiteracy; *Labor Force Development; *Literacy Education; Needs Assessment; On the Job Training; *Program Development; Program Implementation
IDENTIFIERS- *Workplace Literacy

Workplace literacy programs have been viewed as the way to raise workers' basic skills so they could perform more effectively in increasingly complex work environments. As these programs have proliferated, so have the number of issues associated with workplace literacy. Some issues are related to assumptions underlying the need for workplace literacy; others have to do with program development and implementation. Many of the issues associated with the assumptions on which the need for workplace literacy programs are based focus on the "language" or vocabulary used to describe this need, language that depicts workers as being deficient or lacking in basic skills. In addition, responsibility and blame for the current economic woes are often placed solely on the workers. A second set of issues is connected to program development and implementation. Nearly every component of workplace literacy programs has affiliated issues, such as curriculum, instructional delivery, assessment, and evaluation. (An annotated listing of 16 print resources and a list of 8 resource organizations are provided.) (YLB)

ED 346 322 CE 061 412

Freer, Kevin J.
Adult Basic Education Staff Development Guide.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Adult Basic Education; *Adult

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Foreign Countries; Interdisciplinary Approach; *International Cooperation; *International Programs; *School Business Relationship; Secondary Education; Technical Education; Technological Advancement; *Technological Literacy; Vocational Education
IDENTIFIERS- Australia; Canada; England; Germany; Japan; Peru; Taiwan; *Technology Education

The following papers are included: "Technological Literacy: Pedagogy for a New World Order" (Peter McGregor); "Career and Technology Studies, A Curriculum Model" (Clarence Preitz); "Vocational and Technical Education at Secondary Schools in Taiwan, Republic of China" (James Yu); "Blueprint for Literacy in Technology" (Jerry Balistreri, Douglas Hammer); "Critical Technologies for Economic Growth" (Harry Armen); "Applied Industrial Technology--A Junior High Technology Program" (Jim Fellenberg); "The Blueprint for Literacy in Technology" (Don Bernard); "Technology Education: A Review of the Anchorage Project" (Kendall Starkweather); "Tools for Overcoming Thought Barriers--The Missing Element for Developing Technology Education" (Dietrich Blandow); "Technology Education in Japan" (Shoji Murata, Sam Stern); "Interdisciplinary Technology Programs in the Republic of Peru" (James Yu); and "Business Education Partnerships--A Role in Enhancing Technological Literacy" (Brian Swanson). (NLA)

ED 346 340 CE 061 470

Teaching Techniques for Part-Time Community College Instructors.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Classroom Techniques; Cognitive Processes; *College Faculty; Community Colleges; Disabilities; Education Work Relationship; *Inservice Teacher Education; Learning Theories; Lesson Plans; *Part Time Faculty; Special Needs Students; Student Evaluation; *Teaching Methods; Two Year Colleges; Vocational Education; *Vocational Education Teachers

With the support of instructors and administrators in selected Illinois community colleges, this teaching handbook was developed to help part-time instructors increase their understanding of contemporary learning and teaching theories and to apply them in their classrooms. The handbook is organized in 10 chapters that cover the following topics: (1) changing nature of work and training; (2) learning differences; (3) teaching basic skills; (4) teaching cognitive skills; (5) planning for instruction; (6) presenting lessons; (7) classroom management; (8) evaluating learning; (9) evaluating instruction; and (10) working with students with special needs. After providing information, each chapter lists recommended reading materials. A bibliography contains 34 references. (KC)

ED 346 341 CE 061 471

Haynes, Thomas S.; And Others
Business, Marketing and Management Teacher Education Initiative. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

ED 346 359 CG 024 265

Akin, Terri; And Others
The Best Self-Esteem Activities for the Elementary Grades.
PUB DATE- 90
NOTE- 212p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Elementary Education; *Elementary School Students; *Interpersonal Competence; *Self Esteem

This document contains a collection of instructional strategies to help elementary school children: (1) develop an accurate concept of who they are; (2) practice skills for interacting with others; and (3) experience a sense of personal agency in formulating goals, making decisions, and shaping the course of their lives. The goal of the activities in this book is to directly enhance the self-esteem of students by engaging them in experiences that develop a wide range of life and academic skills and to build their confidence and sense of responsibility. An initial section on self-esteem which defines the concept and delineates the teacher's role in enhancing a child's self-esteem is followed by a section which presents the theory and research behind the activities in this book. The use of small "sharing circles" of students in the classroom is recommended and the organization and leadership of such groups is discussed. The major part of the book contains activities for enhancing self-esteem. Organized under headings focusing on feelings, self-concept, personal strengths and weaknesses, self-talk, responsibility, goals, stress, communication skills, respect for self and others, trusting relationships, and conflict management, the activities each contain behavioral objectives, step-by-step instructions, and a series of discussion questions formulated to elicit higher-level thinking in students. (NB)

ED 346 360 CG 024 266

Palomares, Susanna
All about Me: Reproducible Activity Sheets To Develop Self-Esteem in Your Students.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; Elementary Education; Elementary School Students; Friendship; Goal Orientation; Interpersonal Competence; Problem Solving; *Self Esteem; *Student Development

This document contains a set of reproducible activity sheets for teachers to use in enhancing the self-esteem of their students. Designed to supplement other approaches being used by teachers, the activities in this book can be used to infuse esteem-building activities into the core curriculum. The activities are organized around several recognized building blocks of self-esteem: identity, belonging, purpose and competence. Activities designed to affect identity issues focus on learning to like oneself, identifying one's unique abilities, identifying one's interests, expressing creativity, and learning to use positive making initial contact with another; (2) giving compliments; (3) relating to others; (4) casual relationships; (5) improving study skills; (6) listening in class; (7) how to help oneself and others study better; (8) behavior contract; (9) role-playing; (10) individual differences; (11) understanding how students act when they are insecure; (12) understanding peer pressure; and (13) resisting peer pressure with drugs and alcohol. (ABL)

ED 346 379 CG 024 288

Lane, Kristi
Feelings Are Real: Group Activities for Children. Leader Manual, Primary Workbook, and Intermediate Workbook.
PUB DATE- 91
NOTE- 252p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; Children; Elementary Education; Elementary School Students; Emotional Adjustment; Emotional Development; Friendship; Group Counseling; *Intermediate Grades; Preadolescents; *Primary Education; School Counseling; Self Concept; Sharing Behavior

This set of three books includes a leader manual, primary workbook, and intermediate workbook designed to help children learn about feelings. The leader manual presents a rationale and orientation, discusses the structure and orientation, and provides instructions for the 10 group sessions for primary grades and the 10 group sessions for the intermediate grades. After an introductory session, these sessions are presented for primary grades: rules; sharing feelings; happy and sad; afraid and worried; anger; stress; relaxation; friendship; and self-concept. Activities for the primary grades include sharing favorite colors; identifying how it feels to be worried; coloring a "mad-ometer" which identifies the intensity of angry feelings; and focusing on ways to show friendship. These sessions are presented for intermediate grades: getting to know you; sharing; feelings; assertive behavior; aggressive and nonassertive behaviors; anger; my strengths; decision making; family relationships; and friendship. Activities for intermediate grades include making name tags; creating feeling words for letters of the alphabet; creating an assertive checklist; listing things that make the participant feel proud; making a family picture; and identification of qualities that constitute friendship. (LLL)

ED 346 380 CG 024 289

Burnett, Darrell J.
Improving Parent-Adolescent Relationships: Learning Activities for Parents and Adolescents. Leader Manual and Participant Workbook.
PUB DATE- 92
NOTE- 242p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

(055)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Homework; Listening Skills; Parent Child Relationship; Parents; *Secondary School Students; *Study Skills; Test Wiseness; Time Management

This guide provides methods for parents to assist their children in homework. The first of the guide's 10 chapters discusses motivation. Looking at sources of motivation, reviewing study skill shaping strategies, learning about rewards, and accomplishment are addressed. The second chapter discusses communication. Considering message forms, choosing message senders, and sending the messages are emphasized. The third chapter, on commitment, describes formal and informal contracts or agreements that adults and children can sign as well as a variety of charts to record student progress or to tally scores on meeting agreed-upon goals. The fourth chapter presents information about study skills. Listening skills, reading strategies, notetaking, and using reference sources are discussed. The fifth chapter explores test taking competence and confidence. Preparing before the test, memory strategies, comprehension during the test, learning by review after the test, and test anxiety are discussed. The sixth chapter addresses homework quality. Proofreading, following directions, dealing with incorrect or inadequate work, and pace overload are discussed. The seventh chapter, on everyday assignments discusses visualizing goals and progress, specifying behavior by goal, time, or task, and looking at long-range planning. Topics of the eighth chapter, which address incomplete work, include scheduling priorities and principles, dealing with distractions and interruptions, asking for help, double checking for needed materials and checking for completion. The ninth chapter focuses on recording assignments and deadlines, dealing with delays, storing homework to be finished or graded, handing in work properly, and loaning and sharing work. The final chapter addresses writing or calling the school staff and giving and receiving accurate information. Supplementing the text are 79 figures showing sample study contracts and progress charts, task checkoff forms, time logs, study plans, homework recording forms, and other useful tools. (LLL)

ED 346 398   CG 024 307

Kern, Roy M.; And Others
Couples Therapy: An Adlerian Perspective.
PUB DATE- 89
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; Counselors; Divorce; *Interpersonal Relationship; *Marriage; Marriage Counseling; Remarriage
IDENTIFIERS- *Adlerian Psychology

This book provides therapists with a theoretical base from which to view the dynamics of couples' relationships and the therapeutic process. The book's eight chapters are organized into three parts: "Adlerian Theory and Process"; "Therapeutic Interventions"; and "Special Issues in Marital Therapy." Chapter 1, Adlerian Marital Therapy: History, Theory and Process (William G. Nicoll) summarizes Adlerian theory on couples therapy. Chapter 2, The Initial Interview (E. Clair Hawes and Roy M. Kern) acquaints the reader with how the theory may be operationalized into practical procedures for conducting importance of inviting yourself. Included in this chapter are ideas about knowing yourself, wanting to be a friend, being healthy, behaving appropriately, and enjoying life. Throughout each chapter are "treasure chest" ideas that summarize important points about friendship. In addition, each chapter contains friendship activities which provide ideas for forming lasting friendships. (LLL)

ED 346 417 CG 024 326

Wittmer, Joe
Valuing Diversity and Similarity: Bridging the Gap through Interpersonal Skills.
PUB DATE- 92
NOTE- 258p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - General (140)
DESCRIPTORS- *Communication (Thought Transfer); Communication Skills; Cultural Awareness; *Intercultural Communication; *Interpersonal Communication

A step-by-step approach to help develop the skills needed to be a careful listener and more effective speaker is presented in this book. The first section discusses the science and art of communication. It includes chapters on communicating as connecting with others; behavior and communication; nonverbal behaviors and interpersonal communication; and multicultural communication. The second section focuses on cognitive understanding of the culturally different. These chapters are included: (1) "African Americans: Communication Styles and Their Effect on Intercultural Communication" (Eugia M. Littlejohn and Saundra B. Henderson); (2) "Cultural Perspectives in Communicating with Asian/Pacific Islanders" (Mary A. Fukuyama and Chikako Inoue-Cox); (3) "Cultural Perpectives in Communicating with Cuban Americans, Puerto Ricans, and Various other Hispanic Americans" (Carlos A. Hernandez and Diane Estrada); (4) "A Brief History, Current Problems, and Recommendations for Improving Communication with Mexican Americans" (Antonio Avila); and (5) "Cultural and Historical Perspectives in Communicating with Native Americans" (Patricia Stroud Reifel). The third section examines the facilitative model of communication. An epilogue "Facilitative Communication: The End of the Beginning" by Mary Howard-Hamilton concludes that being a facilitative communicator involves skills that can be learned and an awareness and sensitivity toward others that can be developed. (ABL)

ED 346 418 CG 024 327

Rhone, Elvie
Improving Negative Behavior in Adolescent Pupils through Collaborative Initiatives.
PUB DATE- 92
NOTE- 73p.; Ed.D. Practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; *Behavior Change; Change Agents; Coping; Elementary Education; Elementary School Students; *Group Counseling; Mentors; Prosocial Behavior; Role Models; *School Counseling; Self Esteem; Skill Development

A review of the counselor's log at one elementary school serving

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Questionnaires; *Reading Instruction; Reading Research; *Reading Teachers; *Teacher Attitudes; Teacher Behavior; Whole Language Approach
IDENTIFIERS- Success in Reading and Writing Program

A study examined the reading approaches used by teachers and how accurately the teachers described the approaches to reading they purported to use. Subjects, 206 teachers in 19 elementary schools from 9 schools districts in a southeastern state, completed a questionnaire. Results indicated that (1) 68.75% of the teachers cited the basal as their primary means of teaching reading, 14.28% reported using the skills approach, 8.93% cited the "Success in Reading and Writing" approach, 2.68% cited the whole language approach, and 5.36% cited an eclectic approach; (2) overall, 70.37% of the respondents accurately described the central characteristics of the approaches to reading instruction they purported to follow; (3) all teachers citing the skills approach, 96% of the teachers using basals, 91% of the teachers using the Success in Reading and Writing, and 50% of the teachers using the whole language approach accurately described their respective approaches to reading instruction; and (4) the teachers valued oral reading, writing in response to reading, and sustained silent reading. (The questionnaire, cover letter to principals, a list of the definitions of the approaches to reading instruction, and 19 references are attached.) (RS)

ED 346 438 CS 010 961

Clewell, Suzanne F., Ed.; And Others
Literacy: Issues and Practices. 1992 Yearbook of the State of Maryland International Reading Association Council. Volume 9.
PUB DATE- 92
NOTE- 47p.; For 1991 Yearbook, see ED 339 007.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Instruction; Computers; Elementary Secondary Education; *Literacy; Portfolios (Background Materials); Reading Aloud to Others; *Reading Instruction; Report Cards; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- Maryland

After a foreword by Patricia McGrath Russavage, this yearbook contains the following eight articles: (1) "IRA Resolution on Literacy Assessment"; (2) "Historical Perspectives by Dale Johnson and S. Jay Samuels" (Shirley A. Wagoner and Janice Almasi); (3) "Report Cards in Literacy Evaluation: Teacher's Training, Practices, and Values" (Peter Afflerbach and Rebecca Bell Sammons); (4) "Building Credibility for Portfolio Assessment" (Patricia McGrath Russavage); (5) "Large Scale Assessment in Maryland: Comments from a Panel of Leading MSPAP Developers, Hannah Kruglanski, Barbara Kapinus, and Trudy Collier" (Suzanne Clewell); (6) "A Comparison of Teacher Read Aloud Practices and Attitudes: 1980-1990" (Steven P. Chasen and Linda B. Gambrell); (7) "Reading Instruction: The Current Myths" (Joan Develin Coley); and (8) "Practical Applications: Integrating Computers, Science, and Literature" (Helene Granof and Marion Richter). Book reviews of Donald Graves' book "Build a Literate Classroom, The Reading-Writing Teacher's Companion" and of Rexford Brown's book "Schools of Thought: How the Politics of Literacy Shape Thinking in the Classroom" conclude tall tales, legends, mystery stories, biographies, and autobiographies; writing business and friendly letters, and invitations; writing riddles; and writing plays, jokes, and diary entries. If parents want their children to become increasingly proficient in the area of writing, a supportive environment must be in evidence in the home setting. Parents need to encourage, not force, their children to do a better job of writing. (RS)

ED 346 457 CS 213 363

Allen, Michael S.
Assessment and Invention: Roundtable Report.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English Departments; Essays; *Freshman Composition; Higher Education; *Portfolios (Background Materials); Teacher Attitudes; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment; Direct Assessment; Northwest Missouri State University; Writing Contexts

A pilot project in portfolio assessment was carried out at Northwest Missouri State University by the English department for the general proficiency assessment which the administration had requested. The portfolio was designed around the central feature of the second semester composition course: the research essay. Besides the research essay, the portfolio would contain (1) a direct assessment; (2) an essay of the student's choice; (3) an essay from a course not in the English department; and (4) a reflective letter. A great virtue of portfolio assessment is that it enables teachers of writing to gain other perspectives on making evaluations. It allows teachers to place their evaluations in a bigger context, and by so doing to gain in assessment skills. The biggest gains came from the experience with the direct assessment, resulting in a change of views toward direct assessment as a separate genre of writing. By the end of the portfolio project, the department members who had enthusiastically backed it and carried it out experienced a sense of shared benefits and gains in teaching and evaluation. However, some of their departmental colleagues were not willing to follow their lead into the experience of portfolio evaluation. Arguments against portfolio assessment stressed that it takes too much time, is too much work, and is "unobjective and uncontrolled." However, the idea of portfolio assessment does seem to be making some headway in the university and remains a valuable option for institutions considering various programs of writing assessment. (A detailed "Northwest Missouri State University: Writing Portfolio Report Summary" is attached.) (HB)

ED 346 458 CS 213 365

Baker, Melinda E.
The Rhetoric and Politics of Teaching Assistants.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

some severe criticisms. In light of Perry's model, it may be that advanced placement students are struggling with issues of development and worldviews (about the AP English program, the AP placement test, their own abilities, and their own writing) not consistent with their own. These students often present the strong and disturbing impression of being developmentally stuck, and perhaps more dualistic in orientation than their counterparts. Cognitive-developmental theories suggest some recommendations for solving this problem. Teachers should invite their students to join with them as learners searching for better, but not absolute, answers. Teachers should remember that grading and evaluation can provide teachable moments for students. Assignment requirements and criteria should be explained before drafting starts. Group work and peer review should continue to be encouraged, despite initial resistance. Finally, instructors can recommend that advanced students be placed in honors courses, if available. The instructor, through openness, honesty, and concern, can demonstrate that the student can succeed and gain fulfillment. (Twenty-one references are attached.) (HB)

ED 346 475 CS 213 392

Mitchell, Felicia
Is There a Text in This Grade?
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Grading; Higher Education; *Student Evaluation; *Teacher Attitudes; Teacher Student Relationship; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Process Approach (Writing)

Evaluative criteria implicit in written comments on student writing can embody a definition of text which leads students to see text as superficial and formal instead of deep and meaningful. Students develop their perceptions of professors' values from the cues they receive via comments. A major problem, especially among faculty from different disciplines who find themselves teaching writing, is an emphasis on surface changes over meaning changes. This assumption was tested by asking 17 faculty from 14 disciplines to mark a paper considered to be at a low level of performance. Responses included grades from F to B but mostly in the D range, and comments falling into three categories: rules of grammar and usage, problems with organization and style, and content. There was no indication to the student that changes in the macrostructure were most needed. Most of the comments offered advice on editing, implying that all that was needed was to correct mistakes and delete repetition. The comments lead to a definition of writing as product which must be manipulated through correction, deletion, etc.--a definition that is a perversion of a new critical stance toward criticism. Opposing such a stance are professors who interact with students through comments which lead to revision, a stance rooted in reader response criticism. Instructors must become more aware of the signals they are sending to students, especially the weaker students. (HB)

Technical College.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Program Administration; Resistance to Change; *Teacher Administrator Relationship; Technical Education; *Technical Writing; Two Year Colleges; *Writing Across the Curriculum
IDENTIFIERS- Technical Language; Writing Contexts

Writing-Across-the-Curriculum (WAC) program administrators who wish to work effectively and amicably with faculty in the two-year technical college would do well to remember two principles: (1) work first with the type of writing that already exists in the curriculum; and (2) try to speak a language to the faculty outside the field of composition in which all participants are on an equal footing. When one such administrator first began to solicit proposals for writing intensive courses at a technical college, he received from a professor of Refrigeration and Air Conditioning a stack of one-page, neatly, tightly, and clearly written accounts of maintenance and repairs done on a particular system. This showed to the educator that he did not need to urge the faculty to require students to write or even to write more; the challenge was to find the language in which to bring this writing under the pale of a college-wide writing program. There is a great deal of common ground on which WAC administrators and technical college faculty can build, if the administrators avoid using terms which may strike other faculty as alien or even threatening. Having established a common ground by noting that much of the writing traditionally required of students in technical colleges is valid writing-to-learn, WAC administrators can gently advocate methods for improving instruction in more writer-based types of writing (microthemes, focused freewriting, and other types of heuristic or expressive writing). (RS)

ED 346 494 CS 213 416

Haefner, Joel
A Dialogic Approach to the Composing Process: Table Talk and the Romantic Essay.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Authors; Cooperative Learning; English Literature; Higher Education; Networks; *Romanticism; Social Behavior; Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS- Collaborative Writing; Conversation; Historical Background

Many compositionists correctly charge Romanticism with conveying the iconography of the solitary writer and with embedding that image in modern ideology. There can be little doubt that numerous Romantic texts continue to exalt and signify the

Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Needs Assessment; *Rhetorical Criticism; *Rhetorical Theory; *Systems Analysis; *Systems Approach
IDENTIFIERS- Bertalanffy (Ludwig von); *Ehninger (Douglas); *General Systems Theory

Douglas Ehninger's conceptualization of rhetorical theories as "systems" has been criticized for its vagueness in terminology, its potentially skewed perspective, and its inability to apply a stasis to a kinetic phenomenon--namely, rhetoric. The seven recommendations offered in this paper attempt to expand upon the approach and correct for shortcomings. Each recommendation for change is based on the more detailed and fully developed theory of Ludwig von Bertalanffy. First, a system should be limited only by method and hierarchy of ends, not by size. Second, rhetorical systems should be conceptualized as open systems that exchange components with their environment. Third, systems analysis (particularly at the level of a single rhetoric or smaller) should attempt to determine interaction patterns among rhetorical elements or subsystems upon an evaluation of their hierarchy. Fourth, environmental needs should be conceptualized as hierarchies ordered from the most general to the most specific, with only certain needs being emphasized at a given time. Fifth, systems from different time periods should be compared to see how emphasis patterns within the hierarchy of potential needs have changed over time. Sixth, systems should be contrasted to see why they differ. Finally, rhetorical systems analysis should focus on long term changes within particular systems. (One table, 5 figures and 19 endnotes are included.) (Author/SG)

ED 346 514 CS 507 828

Swartz, James D.
A Revised Critical Schema for Planning and Selecting Print and Non-print Media for Socially Diverse Classroom Environments.
PUB DATE- 23 Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; *Mass Media Use; *Media Selection; Models; *Nonprint Media; *Teacher Behavior
IDENTIFIERS- *Print Media

Focusing on suggestions about selecting media for use by teachers, this paper summarizes a follow-up qualitative research study on a seventh grade teacher's approach to the selection of print and non-print media and presents a revised critical schema for such selection. The paper notes that the follow-up study indicated that the expression of student views related to media entered into the teacher's deliberative process and significantly changed the critical schema already developed based on the initial study of a third-grade teacher.

effective college teaching espoused by Lowman (1984). Respondents for the study were 421 students from upper division communication classes at two major universities in the southwest. Canonical analysis indicated a strong positive relationship between immediacy and enthusiasm. Analyses of variance crossing levels of teacher enthusiasm did reveal differences in SEI and course grades consistent with Lowman's (1984) conceptualization. However, regression analyses showed enthusiasm to be the more direct contributor to SEI, and that neither construct was a direct contributor to differences in course grades. (One figure and 5 tables of data are included; 39 references are attached.) (Author/SR)

ED 346 534 CS 507 862

Morgenstern, Lin
Action and Inaction: Student and Teacher Roles in Classroom Participation.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Research; Communication Research; Higher Education; Student Attitudes; *Student Participation; *Student Role; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Communication Behavior; Michigan Technological University

An ethnographic study of a linguistics classroom produced insights into student perceptions of in-class speech that can contribute to the ongoing debate about the place of student participation in academic classrooms. The study was conducted in an elective undergraduate linguistics course at Michigan Technological University. Fifteen classroom sessions were observed, and out-of-class interviews were conducted with two female and two male students. The study followed the participant observation model. In the class studied, there were many opportunities for student speech, but a core of five to six students seemed to monopolize these opportunities. Student actions and attitudes, recorded by observation and interview, revealed four tacit rules for class participation: (1) do not ask stupid questions; (2) do not waste the teacher's time; (3) do not waste class time; and (4) try to find the answer before asking the teacher. Some students function under the assumption that only those with the most knowledge should speak, thus assuming a hierarchy of knowledge. Findings indicate a serious gap existing between student and teacher perceptions of the value of participation. Instructors should reserve time at the beginning of each term and throughout the term to explain the rationale behind student speech. (Two graphs indicating the breakdown of student speech in two separate class meetings are included.) (HB)

ED 346 535 CS 507 864

Edwards, Celeste M.; Gibboney, Elizabeth R.
The Power of Humor in the College Classroom.
PUB DATE- Feb 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-

procedures. The final section outlines a textbook activity calendar. (RR)

ED 346 555 EA 023 934

Capper, Colleen A.; Jamison, Michael T.
Outcomes Based Education Re-Examined: From Structural Functionalism to Poststructuralism.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Theory; *Educational Theories; Elementary Secondary Education; Epistemology; *Equal Education; *Outcomes of Education; Power Structure; Social Control; *Social Theories
IDENTIFIERS- *Outcome Based Education

Outcomes Based Education (OBE) is viewed as a drastic break from current educational practices and a means of providing educational success for all students. OBE is also advocated as a practice that lead to educational inequity. This paper reexamines OBE from a multiparadigm perspective of organizations and educational administration. OBE is based on objectives tied to learner outcomes, core and extended curriculum, mastery learning, accountability via information management systems, and criterion-referenced assessments. The multiparadigm approach is comprised of the structural-functional, interpretivist, critical, and poststructural theories. The examination reveals that although facets of outcome based practice are empowering to students and teachers, much of the system continues to be lodged in a framework that aims toward structure and control. A conclusion is that an uneasy partnership can exist between critical and poststructural theory, in which critical theory provides the emancipatory direction and poststructuralism offers the tools to avoid creating a new power elite. (22 references) (LMI)

ED 346 556 EA 023 968

Krepel, Thomas L.; Grady, Marilyn L.
Response to the National Goals for Education: Results of a Multistate Survey of Local School Boards.
PUB DATE- Feb 92
NOTE- 77p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Role; *Boards of Education; *Educational Objectives; Elementary Secondary Education; Governing Boards; *Government School Relationship; *School District Autonomy
IDENTIFIERS- *National Education Goals 1990

Findings of a study that determined the response of local school boards in three states to the 1990 National Education Goals are presented. Data were gathered through a survey that was mailed to 718 school board members of public elementary and secondary school districts in Louisiana, Minnesota, and Nebraska. A total of 298 usable responses were received, a 42 percent response picture of education in California and provide insight into the issues facing policymakers as they attempt to resolve the complex and difficult budgetary issues facing this state. The paper is divided into four sections. The first describes the current fiscal issues in California school finance. It includes a brief historical perspective to help set the context and describe the interactions of the political and economic factors that impact the current discussions about California school finance. The second section offers a perspective on the future of educational finance in California, focusing on demographic and revenue trends. This section describes the structural deficit currently facing the state and how it will affect available resources for education for the remainder of the 1990s. The third section offers a brief perspective on a number of related and important issues facing policymakers as they deal with the issues outlined in sections 1 and 2. Finally, the last section of this paper offers some conclusions and policy recommendations regarding the allocation and distribution of public resources to education in California. (RR)

ED 346 576   EA 024 006

The Appropriateness of Designating the Middle School as the Third Level of Public Education in Virginia. Report of the Board of Education to the Governor and the General Assembly of Virginia. Senate Document No. 28.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Definitions; Junior High Schools; *Middle Schools; *School Restructuring; *State Boards of Education; *State Legislation
IDENTIFIERS- *Constitutional Amendments; *Virginia

In Senate Joint Resolution No. 117, Virginia's General Assembly endorsed the process for restructuring education in the middle school grades and requested that the Board of Education determine the appropriateness of designating the middle school as a separate level in the educational structure. The study summarized in this report first considered the literature, research, national trends, and recent emphasis in the Department of Education, all of which support the need for middle school services and practices differing from those in the high school or elementary school grades. The study found that middle school education was delivered in separate schools in 103 of Virginia's 133 school divisions and that at least 62 school divisions will be organized with middle school grades 6-8 by 1992. A clear majority of superintendents surveyed support designation of the middle school as a third educational level. Recommendations are given concerning proper wording for code modifications and for state constitutional amendments providing for compulsory elementary, middle, and high school education. Appendices contain legal texts, number of schools by grade organization for 1989-90, goals for Virginia middle schools, and recommendations from Joyce Epstein's "Phi Delta Kappan" article and the Carnegie Council's "Turning Points." (MLH)

ED 346 577   EA 024 007

Pallas, Aaron M.
Statewide Student Record Systems: Current Status and Future Trends. Final Draft.
PUB DATE- Mar 92

districts and yielded a substantial gain in the state school finance system's fiscal neutrality. (80 endnotes) (MLH)

ED 346 598 EA 024 042

Flanigan, J. L.; And Others
Deregulated Schools: A Research Summary of Educational Reform in South Carolina.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; *Educational Innovation; Elementary Secondary Education; *Institutional Autonomy; *Organizational Change; School Organization; School Restructuring; *State Action; State Legislation
IDENTIFIERS- *South Carolina

In 1989, South Carolina passed the Flexibility Through Desegregation Program as a means to provide exemptions from state oversight to those schools that had demonstrated sustained improvement. The first section of this paper provides an overview of educational improvement legislation enacted in South Carolina, specifically, the deregulated schools program that was implemented as part of Target 2000. The second section presents findings of a study that examined the perceptions of administrators in deregulated schools, focusing on how the schools reacted to the opportunity for innovation. A survey of 92 principals of elementary, middle, and high schools with deregulated status yielded 48 responses, a 52 percent return rate. Principals reported that the program provided greater flexibility for their schools, but had not affected their instructional programs or academic performance. Rather than being innovative, the schools have remained traditional, choosing to continue the policies that helped them achieve deregulated status. The recommendation is made to reexamine the incentive system provided to deregulated schools. Three tables are included. (17 references) (LMI)

ED 346 599 EA 024 043

Flanigan, J. L.; Richardson, M. D.
Analysis of Educational Administration Programs in Doctoral Granting Institutions.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Society of Professors of Education (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *College Programs; *Doctoral Degrees; *Doctoral Programs; Doctor of Arts Degrees; *Educational Administration; *Graduate School Faculty; Graduate Study; Higher Education
IDENTIFIERS- *United States (Southeast)

Findings of a study that analyzed the characteristics of educational administration programs in doctoral granting institutions are presented in this paper. Questionnaires mailed to the department of educational administration chairpersons at

DESCRIPTORS- Administrative Organization; *Collegiality; *Cooperative Planning; *Decision Making; *Educational Cooperation; Elementary Secondary Education; *Participative Decision Making; Teacher Participation

This study investigated the practicality and feasibility of the public school administrator permitting those concerned, faculty, students, parents and interested citizens, to participate in the decision making process of the local school. An added purpose was to find applicable and effective ways the principal could support meaningful participatory decision making opportunities. Traditional administrative hierarchy and indifferent communities necessitated restructuring decision making techniques, particularly regarding information input. The process forced faculty and administration to critically examine preconceived notions about responsibility in the school; about who can and should make decisions. It also forced the administration, faculty and community to examine their own abilities and skills in working cooperatively with others in a collegial environment. The results indicated that today's education reform dictates a different approach to school organization and operation, one characterized by openness and participation by all segments of the school clientele. (53 references) (Author)

ED 346 619 EA 024 075

Medrich, Elliott A.; And Others
Overview and Inventory of State Requirements for School Coursework and Attendance. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Size; Course Selection (Students); Databases; Educational Assessment; *Educational Change; Educational Trends; Elementary Secondary Education; Extracurricular Activities; Government Publications; Graduation Requirements; High School Students; Mathematics Achievement; Minimum Competency Testing; *Outcomes of Education; Public Schools; Reading Achievement; Research Needs; *School Attendance Legislation; School Schedules; *School Statistics; State Action; State School District Relationship; *State Standards

The substance and impact of state-level reforms related to student standards are presented by: (1) providing information on the currrent state of educational reforms aimed at raising student standards; (2) summarizing research designed to identify linkages between higher standards and student outcomes; (3) exploring the strength of relationships between higher standards and student outcomes; (4) examining trends among indicators associated with higher student standards; and (5) discussing data and methods available to those concerned with the relationship of higher educational standards to student outcomes. The first of four chapters briefly describes the range of state initiatives designed to achieve higher student standards and the problems associated with assessing their impacts, as well as the data available for examining student outcomes. Chapter 2 discusses the great variety of reform activities that have occurred at the state level between 1983 and 1990 and places them in a historical context. Chapter 3 looks at research on trends in student outcomes and linkages

DESCRIPTORS- Alcohol Abuse; At Risk Persons; Drug Abuse; Interaction; *Intervention; *Learning Disabilities; Organizations (Groups); *Prevention; Resources; *Substance Abuse

This leaflet discusses alcohol and other drug abuse prevention for individuals with learning disabilities. It defines learning disabilities and outlines factors that place people with learning disabilities at increased risk for alcohol and other drug use. The guide emphasizes that alcohol and drug abuse prevention efforts should include information specific to the person's disability. It offers suggestions to improve prevention program access for people with learning disabilities and to bring about positive interactions. It identifies five myths about individuals with learning disabilities and dispels them with factual information. The guide concludes with a list of six printed resources and eight organizational resources. (JDD)

ED 346 640 EC 301 251

Mental Retardation: A Look at Alcohol and Other Drug Abuse Prevention.

SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

PUB DATE- 91

NOTE- 7p.; For related documents, see EC 301 244-257.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Alcohol Abuse; At Risk Persons; Drug Abuse; Interaction; *Intervention; *Mental Retardation; Organizations (Groups); *Prevention; Resources; *Substance Abuse

This guide to alcohol and other drug abuse prevention for individuals with mental retardation begins with a definition of mental retardation and developmental disability. The implications of alcohol and other drug use for individuals with mental retardation are noted, emphasizing that this population does not use alcohol or other drugs as frequently as the general population but may develop problems more quickly than nondisabled peers if they do use these substances. Factors that place individuals with mental retardation at risk for alcohol or drug abuse are outlined, and program efforts to prevent alcohol and other drug abuse are encouraged to include information specific to the person's disability. Suggestions to bring about positive interactions with this population are offered, and five commonly held myths about individuals with mental retardation are dispelled with factual information. A list of 10 organizational resources, 3 printed resources, and 11 references is also provided. (JDD)

ED 346 641 EC 301 252

Mobility Limitations: A Look at Alcohol and Other Drug Abuse Prevention.

SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

PUB DATE- 91

NOTE- 7p.; For related documents, see EC 301 244-257.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

references) (DB)

ED 346 658 EC 301 270

Entry-Year Induction Programs and Practices: A Bibliography.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Teacher Orientation; Teacher Supervision; Teaching Experience

This bibliography lists sources of information on entry year induction programs and practices for first year teachers. The 69 citations date from 1975 through 1988 and are organized alphabetically by author. Citations often include ERIC (Educational Resources Information Center) numbers to facilitate acquisition. (DB)

ED 346 659 EC 301 271

Smith-Davis, Judy
Alternative Routes to Teacher Certification.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teachers; Definitions; *Disabilities; Educational Innovation; Elementary Secondary Education; Higher Education; Program Development; State Legislation; *Teacher Certification; Teacher Qualifications; Teacher Recruitment; Teaching (Occupation)
IDENTIFIERS- *Alternative Teacher Education

This literature review examines alternative routes to teacher certification and presents alternative certification regulations and policies for 19 states. Three categories of nontraditional personnel preparation programs are noted: nontraditional recruitment programs, retraining programs, and alternative certification programs. A definition of alternative certification programming is offered and innovative aspects (such as open competition and the phaseout of emergency certification) of alternative certification are identified. Studies of alternative programs in operation are reported and their increasing acceptance by major educational organizations and political personnel is noted. Current issues including program quality, incentives, and performance outcomes are cited as are such recommendations as assessing cost benefits of alternative routes to certification. Seventeen university, district, and state alternative certification programs are described. Specific implications for special education are drawn. These include the appropriateness of alternative certification in areas of critical shortages, related controversy over the regular education initiative, and the question of who controls the preparation of teachers. An appendix summarizes alternative certification programs and policies by states and lists contact persons. (43 references)

ED 346 678 EC 301 292

Wile, Matthew G.; Desrochers, Marcie N.

Decision Support System Development for the Treatment of Maladaptive Behaviors.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.

PUB DATE- Aug 91

NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adaptive Behavior (of Disabled); Aggression; Behavior Change; *Behavior Problems; Decision Making; Evaluation Methods; *Expert Systems; Intervention; *Mental Retardation; Microcomputers; Self Mutilation

The Mental Retardation-Expert (MR-E) is a microcomputer based expert decision support system that provides practitioners with state of the art assistance in the treatment of aggressive, self injurious, and destructive behaviors displayed by individuals with mental retardation or developmental disabilities. This system, based on human experts and the current scientific literature, leads the practitioner through a functional assessment of the problem behaviors. Based on that analysis, the clinician is provided a variety of treatment suggestions, emphasizing the development of adaptive skills, which may be incorporated into the individualized treatment protocol. This paper focuses on the collection of decision support rules from human experts and on the assemblage of additional information, from the current behavioral treatment literature, to bolster and enhance those rules. (15 references) (Author)

ED 346 679 EC 301 294

Role and Responsibilities of the School Nurse (Registered Nurse) and the Child with Special Health Care Needs. Guidelines.

PUB DATE- 23 Oct 90

NOTE- 8p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Decision Making; Elementary Secondary Education; Medical Services; Nursing; *School Nurses; *Special Health Problems; Supervision

IDENTIFIERS- *Maryland; *Technologically Dependent

This set of guidelines by the Maryland Board of Nursing presents the role and responsibilities of the school nurse in relation to the child with special health care needs. The introduction identifies four basic issues including necessary level of preparation, who determines what nursing care can be delegated, under what conditions nursing care can be safely delegated, and what type of supervision must be provided. The guidelines focus on the nurse's role and responsibilities as they apply to two groups of children: those with special care needs and those who are technology dependent. For both of these groups, the

17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Therapy; *Drug Use; Elementary Secondary Education; *Hearing Impairments; Medicine; *Pharmacology; Sedatives; Special Health Problems; Stimulants; *Visual Impairments

This document presents summary information in chart form on medications used by students with visual and hearing impairments. First, a checklist identifies educational considerations for students who are medicated. Next, common antipsychotic, anticonvulsant, antiasthmatic and other drugs are listed in chart form with drug name, indications, peak effect, possible ocular side effects, possible central nervous system (CNS) and motor effects, and other possible effects. Another chart lists drug interactions including both the effect of the drug on activity of other drugs and the effect of other drugs on the primary drug's activity. The next chart identifies educational implications of ocular, CNS, and other side effects. A glossary lists 28 terms. (Nine references) (DB)

ED 346 699 EC 301 314

Section 504. Student Issues and Public Schools. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C., 706(8), 794, 794a, 794b).
PUB DATE- Apr 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130),Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Aid; *Federal Legislation; Federal Regulation; Program Implementation; Public Schools; Pupil Personnel Services; School Districts; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504); Texas

This publication is intended to provide Texas educators with a ready reference concerning Section 504 of the Rehabilitation Act of 1973, a chart comparing this statute with the Individuals with Disabilities Education Act (IDEA), practical suggestions for implementing the statute, and the federal regulations and analysis. The first section presents basic questions and answers which cover definitions, qualifying conditions, procedural requirements, specific obligations of school districts, placement requirements, reevaluation, the least restrictive environment requirements, provision of nonacademic services, and permissible use of federal money. The comparison chart presents IDEA and Section 504 requirements side by side and compares such provisions as purpose, special education versus regular education, funding, accessibility, notice and consent, evaluations, determination of eligibility and program placement, grievance procedure, due process, and enforcement. Practical suggestions for compliance are outlined and address the appointing of a 504 coordinator,

ED 346 247 CE 061 230

Clyde, Albert
Getting to Grips with Education and Training for Industry. A Development of the Concept of Key Technologies.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Curriculum Design; Curriculum Development; Foreign Countries; Futures (of Society); *Holistic Approach; *Innovation; *Interdisciplinary Approach; Labor Force Development; Manufacturing Industry; Postsecondary Education; Technical Education; *Technological Advancement; *Vocational Education

"Key technologies" is an umbrella term for appropriate technologies applied to give maximum economic benefit in particular circumstances that may cross traditional disciplinary boundaries. Development of the concept is necessitated by the rate of change of technological development. Key technologies may be classified in three groups related to materials, components, and manufacturing and process. Although it is difficult to pick out the key technologies that may be most significant in the future, developments in "materials" are likely to lead to many innovations. By their very nature, it is not possible to provide an exhaustive list of key technologies. The following are ways to recognize key technologies: (1) access to development in related fields; (2) use of technological databases; (3) use of the company's own staff; and (4) an annual review to keep up to date. The application of the key technologies concept leads to innovation. It moves late reformers up to a position in which they innovate earlier to the advantage of their organization. The role of education is to ensure that recruits to industry are trained to recognize appropriate key technologies. Educators need to incorporate the key technologies concept into their curricula and identify processes that may be applicable in other curricular areas. Key technologies should be a basis for continuing education and involve interdisciplinary student assignments. (Appendixes include 15 references and model interdisciplinary assignments.) (YLB)

ED 346 248 CE 061 231

Norton, Robert E.
DACUM: A Proven and Powerful Approach to Occupational Analysis.
PUB DATE- Jun 92
NOTE- 14p.; Paper presented at the Mid-America Competency-Based Education Conference (Chicago, IL, June 14-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Competence; *Curriculum Development; *Job Analysis; Minimum Competency Testing; Needs Assessment; *Occupational Information; *Task Analysis; Vocational Evaluation
IDENTIFIERS- *DACUM Process; Tech Prep

Developing A CurriculUM (DACUM) is an approach to job/occupational analysis. The profile chart that results from DACUM analysis is a low-cost, effective method of quickly

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; *Allied Health Occupations; *College Preparation; Educational Counseling; Higher Education; High School Equivalency Programs; *Labor Force Development; Mathematics Skills; Paraprofessional Personnel; *Program Evaluation; Reading Skills; *Unions; Writing Skills
IDENTIFIERS- *Workplace Literacy

A partnership between the New York City Central Labor Council and the Center for Advanced Study in Education, City University of New York, New York, planned, conducted, and evaluated a worker literacy program for health care paraprofessionals who prepared for college as a step towards career advancement. The program featured close involvement of labor unions; reading, writing, and math instruction contextualized in health care; and educational counseling. The program provided 168 hours of instruction. A high school diploma or equivalency was required for entry. Characteristics of the typical participant were as follows: low income; female; minority ethnicity; English as a native language; single head of household with family responsibilities; attended 12th grade but did not graduate from high school; and had high school equivalency. Of the 153 participants (nurses' aides, home health aides, and other paraprofessionals), 60 percent attended up to 126 hours and 47 percent completed the 168 hours. Noncompletion appeared to be most closely related to personal problems. Two methods of literacy assessment were used--project-developed tests and teacher ratings. Both methods revealed pre-post literacy gain. A follow-up study showed that 62 of a sample of 96 participants had been accepted to college; 23 of the rest planned to apply. (Appendices include the following: formative evaluation reports, recruitment flier, initial literacy assessment measure, teacher rating scale, information survey, follow-up surveys, counseling forms, and announcement of related curriculum. A brief performance report is also provided.) (Author/NLA)

ED 346 265   CE 061 274

Mishel, Lawrence; Teixeira, Ruy A.
The Myth of the Coming Labor Shortage: Jobs, Skills, and Incomes of America's Workforce 2000.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Employment Patterns; Employment Qualifications; *Futures (of Society); Income; Job Skills; Labor Economics; *Labor Market; *Labor Needs; *Labor Supply; Occupational Information; Public Policy; Salary Wage Differentials; *Skilled Workers; *Supply and Demand; Technological Advancement; Vocational Education
IDENTIFIERS- Workforce 2000

An examination of the conventional wisdom that the economy will face a labor shortage was done in three stages. First, the demand side of the labor market was analyzed. Changes in the skill requirements of jobs from 1973-86 were examined as were those changes anticipated by projections of the Bureau of Labor Statistics for 2000. The conclusion was that skill requirements would rise in the 1990s due to shifts in the occupational structure, but at a modest rate that was significantly less than that for 1973-86. Second, expected trends in labor supply--the quantity and quality of the future work force--were analyzed. Conclusions were that a general labor shortage would of raising revenue, whether or not taxes can be shifted, how taxes influence behavior, and conflicting goals. Effects on different income groups and tax fairness are the lessons in unit six. Addresses and telephone numbers for the Internal Revenue Service Taxpayer Education Coordinators, information on teacher workshops, and ordering information are included. (NLA)

ED 346 284 CE 061 298

Darrah, Charles N.
The Rhetoric of Skill Requirements.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 21 Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change; Competence; *Employment; *Employment Qualifications; Futures (of Society); Industrial Psychology; Job Analysis; *Job Skills; Labor Force; Labor Force Development; Occupational Information; Productivity; Skill Analysis; *Work Environment

The "rhetoric of skill requirements" is a way of describing work by decomposing the human contribution into distinct components. Three important characteristics of this rhetoric are especially germane to an understanding of work. The first characteristic is that jobs and their incumbents can be fully analyzed by breaking them down into skills. Three challenges to the adequacy of the concept of skill are as follows: (1) the rhetoric decomposes a job into skills but leaves unanswered how this bundle of skills is articulated into a skilled worker; (2) it seemingly removes the person as a concrete actor from the discussion of work; and (3) it explains outcomes in the workplace by explicating the skills people do or do not have. The second characteristic is that skills are "required" in some obvious way. Three lessons may be drawn from workplace examples: (1) skills are labeled as important or required by people for specific reasons; (2) the sense in which a skill is required can be unclear; and (3) skill "requirements" are not derived in any simple way from asking people about their jobs or observing them at work. The third characteristic is that context is peripheral to skill. Workplace experience shows that context affects the opportunities that workers have to exercise skills and their motivations to do so and context need not be a simple backdrop to action. Context should be incorporated into the rhetoric of skill requirements to provide a clearer understanding [illegible] what is involved in "work." (17 references) (YLB)

ED 346 285 CE 061 299

Cramond, Bonnie; Breard, Nancy
Factors Influencing Women's Role Expectations.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Finance; *Educational History; Educational Trends; Institutionalized Persons; Program Development; *Vocational Education; Vocational Rehabilitation

Correctional education has thrived only in the context of a broader ideological consensus in favor of rehabilitation rather than punishment. This consensus has been far from the mainstream of correctional thinking in the United States during the 1980s. Modern advocates of prison industries are attempting to reinstate a once-operative principle. Vocational education is cast as an either-or, inflexible substitute for remunerative prison labor. Vocational training programs probably cannot survive without a real commitment to some productive end products, whether organized as traditional prison industries or not. The introduction of vocational training into U.S. prisons around the turn of the century has been misunderstood. The contributions of the pioneer vocational educator, Superintendent Zebulon Brockway of the Elmira Reformatory, have been both under- and overestimated in the scholarly literature. The true "age of reform" in correctional education dates to the 1930s. A study of the New York State Vocational Institution shows the enormous difficulties that have beset even the best-designed and well-intentioned efforts to transform prisons into institutions of vocational training: development of correctional education programs from a pedagogical standpoint; staffing; expense related to obtaining vocational equipment for training; inmate recruitment; administrator allegiance; and job placement. Given the current penal philosophy committed to the goals of deterrence and retribution, reform in correctional education is constrained. (YLB)

ED 346 304 CE 061 360

Facilitator's Guide for Training Tutors and Instructors.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 91
NOTE- 231p.; For a related guide, see CE 061 361.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Faculty Development; Foreign Countries; Illiteracy; Informal Assessment; *Inservice Teacher Education; Instructional Improvement; Instructional Materials; Learning Activities; *Literacy Education; Teacher Certification; Teacher Improvement; Teacher Workshops; Teaching Guides; Teaching Methods; Transparencies; Tutors

This guide suggests how to deliver a 33-hour literacy tutor/instructor training and certification program. Each of the 11 3-hour sessions is outlined and resource and audiovisual materials are listed. The guide is designed so that each facilitator can adapt the training program to fit local needs by developing activities and collecting samples relevant to the local community. Introductory materials include information on delivering the program. Components of each session include a list of resource needs (handouts, equipment, audiovisual materials) and an outline of all activities. Session topics are as follows: adult literacy, basic education, and academic upgrading in the community, workplace, or institution; some things that are known about reading; some things that are known about writing; finding out what people want or need to know; review of informal assessments and level A (from chapter 5 of the related guide) and use of learning activities; review of level B and use of learning activities; review of level C, use

Educators; Continuing Education; Educational Administration; Educational Needs; Evaluation Methods; Faculty Development; Inservice Teacher Education; Models; Needs Assessment; *Program Development; Program Effectiveness; *Program Evaluation; Program Guides; *Program Implementation; Resources; *Staff Development; Statewide Planning; Volunteer Training
IDENTIFIERS- 353 Project; *Ohio

This guide provides information on how to plan, implement, and evaluate staff development programs for adult basic education teachers, administrators, volunteers, and aides. It is divided into sections that deal with various components of a staff developmental program: (1) background information; (2) planning; (3) implementation; (4) evaluation; and (5) resources. It is organized in such a way as to serve as a resource when completing the Application for Staff Development Funds from the Ohio Department of Education. Background information includes state certification and inservice training requirements, factors affecting staff development training, and guidelines for effective staff development. The planning section covers collaborative planning (working with an advisory committee), needs assessment, matching plans to needs, and stages of teacher development. The implementation section addresses delivery, training development formats, characteristics of a competent staff developer, and content of inservice staff development. The evaluation section contains materials on planning; models; design; evaluating participant expectation, methods and techniques, and outcomes; and evaluation methods. Appendixes to each section contain forms and samples. The resources section provides material on the ERIC system, 28 references, literacy volunteer contact information, and a list of state network resource people. (YLB)

ED 346 323   CE 061 413

Hillman, Jan; Moore, Deby
Project READ's Handbook Documenting a Coalition's Strategic Planning Process.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jun 92
NOTE- 69p.; A Cooperative Services Model Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Advisory Committees; *Educational Planning; *Literacy Education; *Master Plans; Meetings; *Organizational Objectives; Policy Formation
IDENTIFIERS- 353 Project; Coalitions; *Project READ OH; *Strategic Planning

Based on a case study of Project READ (Reading Education for Adults in Dayton), this handbook presents a strategic planning model for use by nonprofit groups. Its emphasis is on developing strategic cooperative plans. The handbook is organized in three main sections. The first section describes Project READ, its history, personnel and funding, operations, goals, and current activities. Throughout the section, lessons from Project READ's experience are drawn and planning objectives are suggested. The second section is an overview of the strategic planning process. It includes a description of the process, a model, reasons for strategic planning, benefits of planning, factors that characterize successful strategic planning, use of a facilitator, planning committees, and

PUB DATE- Aug 91
NOTE- 511p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Business Education; Cooperative Programs; Curriculum Development; Education Work Relationship; Higher Education; *Institutional Cooperation; Marketing; *Preservice Teacher Education; *Program Development; Program Improvement; *School Business Relationship; Secondary Education; Technical Education; Vocational Education
IDENTIFIERS- Illinois State University; *Tech Prep

Three objectives of an Illinois project were as follows: (1) develop models for business, marketing, and management teacher education; (2) develop linkages between business and educational agency personnel; and (3) develop Tech Prep programs that lead to associate degrees and further education. During the project, staff at Illinois State University helped more than 200 local education agency personnel and business leaders in 3 Illinois regions to develop the Tech Prep programs that would improve the effectiveness of technical education by promoting articulated courses of study that meet industry standards. They also collected and reviewed data about teacher preparation programs, proposed curriculum changes, developed a resource list, and delivered inservice workshops concerning Tech Prep, the nature of the work force, and educational change. Connections with business education and business leaders were fostered through the writing and distribution of more than 4,500 copies of a newsletter and the formation of business and professional advisory committees. (Twenty-two appendixes, which make up most of the document, include the following: a teacher education program matrix, a status report on business teacher education programs and proposals for change, the newsletter developed by the project, advisory committee membership lists, articulation agreements, materials from meetings and workshops, educational articulation materials, and Tech Prep curriculum materials from the three sites.) (KC)

ED 346 342 CE 061 473

Rural Access to Industrial Technologies. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 91
NOTE- 238p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; College Programs; Community Colleges; Demonstration Programs; Education Work Relationship; High Schools; *Models; *Program Development; Program Implementation; Rural Areas; *School Business Relationship; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *2 Plus 2 Tech Associate Degrees; *Illinois Eastern Community Colleges

A pilot academic/vocational Tech Prep program was developed between three rural regional vocational systems and Illinois Eastern Community Colleges (IECC) to encourage more students to complete a two-year associate degree in industrial technology and obtain employment in industry. Working with three high schools/regional vocational systems and IECC, the Tech Prep program influenced approximately 300 faculty. Through a newsletter, meetings, and special events, the program made self-talk. Activities devoted to the belonging aspect of self-esteem focus on friendship, interpersonal communication, recognizing uniqueness and positive qualities in others, and constructing a family tree and identifying one's roots. The skills of problem solving, decision making, and goal setting are given special attention in the section on purpose and competence, each through a series of sequential activity sheets. (NB)

ED 346 361   CG 024 267

Schilling, Dianne; Dunne, Gerry
Understanding Me: Activity Sheets for Building Life Skills and Self-Esteem in Secondary Students.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; Career Choice; Conflict Resolution; *Daily Living Skills; Decision Making; Friendship; Goal Orientation; Intermediate Grades; Interpersonal Competence; Middle Schools; Problem Solving; Secondary Education; *Secondary School Students; *Self Esteem; *Skill Development; *Student Development; Time Management
IDENTIFIERS- Middle School Students

This document contains a set of activity sheets designed to enhance the self-esteem of middle school and high school students while helping them to develop a number of important life skills. Designed to be a supplement to other self-esteem enhancing strategies teachers are using, the activities in this book can be infused into the regular classroom curriculum. An introductory section recommends using activities on a regular basis, relating activities to academic assignments or to current community or school events, encouraging interaction, generating class discussions, respecting the students' privacy, creating spin-off assignments, and using the skills developed through the activities. Activities are designed to help students develop, maintain, and enhance life skills in such areas as decision making, goal setting, communication, conflict management. learning, leadership, time management, refusal skills, responsibility, assertiveness, and career choice. A large proportion of the activity sheets consist of two pages, back and front, and all of these are separate entities and may be used independently. A few series do exist, however, and it is recommended that, for maximum impact, sequential activity sheets be distributed in the order in which they are arranged in the books. Sequences focus on the areas of feelings, communication, leadership, decision making, goal setting, influence, conflict management, and justice. (NB)

ED 346 362   CG 024 268

Schuster, Sandy
Classroom Connections: A Sourcebook for Teaching Stress Management and Fostering Self-Esteem.
PUB DA.E- 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

DESCRIPTORS- *Adolescents; Communication Skills; Family Counseling; *Group Counseling; *Parent Child Relationship; Parenting Skills

This leader manual and participant workbook present a 15 session program on parent-adolescent relationships. Three main topic areas are covered: perceiving each other (social perception); communicating effectively; and recognizing behavior as a function of its consequence. The leader manual presents an overview of the program which discusses its purpose, structure, length, leader qualifications, facilities needed, size of group, selection of group participants, and cost. For each session background material is presented in the leader manual and worksheets are included in the participant manual. These 15 sessions are presented: (1) personality traits; (2) communicating within the family; (3) values; (4) communication styles; (5) passive, aggressive, and assertive problem-solving approaches; (6) feelings concerning family issues; (7) expressing positive feelings toward family members; (8) expressing negative feelings toward family members; (9) expressing feelings of empathy toward family members; (10) the law of effect; (11) theories of adolescent behavior; (12) parental role in applying consequences; (13) punishment versus logical and natural consequences: parental assessment; (14) identifying behaviors; and (15) developing a family behavior contract. A bibliography is included. (ABL)

ED 346 381   CG 024 290

Krieg, Fred Jay

Group Leadership Training and Supervision Manual for Adolescent Group Counseling in Schools. 3rd Edition.

PUB DATE- 88

NOTE- 270p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Adolescents; Counseling Services; *Group Counseling; Intermediate Grades; *Leadership Training; School Counselors; Secondary Education; *Supervision; Teachers

This group leadership training and supervision manual is designed to teach group leadership skills to school counselors, specialists, and classroom teachers who serve as group leaders in the Adolescent Group Counseling in Schools program. The project overview describes a generic group counseling program for students in fifth through twelfth grades. The first part of the manual contains the training program outline. A rationale for group counseling in schools is provided. Therapeutic impact on the school milieu is examined, and issues to address in school counseling groups are explored. The basic elements in group leadership are described. Leadership and expectations for the group are discussed. Structuring the adolescent counseling group is addressed, including the role of the group leader. An overview of group leadership tasks is provided in order of importance. Constructing the group is discussed. Group composition, individual interviews, the parent meeting, physical setting, record keeping, and addition and termination of group members are addressed. Information is presented for conducting the first group. Maintaining control and providing protection is the next leadership function to be addressed. Facilitating the processing of thoughts and feelings is considered. Providing insight into problem behaviors, group members' behaviors, and observation guidelines for groups are the first session with the couple. Chapter 3, Lifestyle of a Relationship (Maxine Ijams) provides the therapist with a process analysis and knowledge base of how to conduct the sessions to follow as it relates to lifestyle analysis and toxic relationship issues. Chapter 4, Therapeutic Interventions in the Marital Relationship (E. Clair Hawes) provides communication and problem solving skills interventions. Chapter 5, Relationship Enhancement Programs (G. Hugh Allred and Bernard Paduska) assists the therapist to create strategies to help couples deal with toxic issues that evolve during lifestyle analysis and future therapy sessions. Chapter 6, Sex Therapy: An Adlerian Approach (Carol Davis Evans and Robert R. Evans) provides an overview of Adlerian theory, present day theory, and how the problems of couples in the arena of sex mirror the problems within the relationship. Chapter 7, Divorce Mediation (Brenda B. Even), discusses Adlerian principles related to divorce. Chapter 8, Working with Remarried Couples (Lynn K. O'Hern and Frank R. Williams) educates the therapist about additional socio-psychological principles for dealing with remarried couples. (LLL)

ED 346 399 CG 024 308

Hazouri, Sandra Peyser; Smith, Miriam Frey
Peer Listening in the Middle School: Training Activities for Students.
PUB DATE- 91
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Decision Making; Group Counseling; *Group Dynamics; Helping Relationship; Intermediate Grades; Junior High Schools; *Leadership; Leadership Training; Listening Skills; Middle Schools; *Peer Counseling; Problem Solving
IDENTIFIERS- *Middle School Students

This workbook presents activities for training middle school student peer listeners. The first of the workbook's 10 chapters contains an introduction to peer listening. Activities include a pretest on a series of true-false statements called the "Peer Listening Inventory," defining the meaning of the words that describe the qualities of a peer listener, and storytelling. The second chapter, "Getting To Know Each Other" contains seven activities including the trust experience, birthday bunches, and making it work. In the third chapter, "Getting To Know Yourself," activities include going my way, it's me, your genetic secrets, and messages for me. The fourth chapter emphasizes understanding our humanness. Activities include the people picture, my human needs, how far will you go to belong, family collage, families care, and "What is real?" The fifth chapter examines verbal and nonverbal listening skills. Activities include a listening exercise, the paper game, body communication, looking for a listener, and "The Tiger Lake Tale." The sixth chapter describes listening for feelings. Activities include completing a series of "I feel" statements, imagining the color of feelings, exploring the difference between facts and feelings, and a "best friends" story discussion. The seventh chapter focuses on responding. Activities include analysing examples of not so nice advice, finding the best response, and a "response rally" for evaluating responses. Chapter 8 discusses taking care of the listener. Activities include creating a logo for listeners, students through the eighth grade indicated that during the fall of the 1990-1991 school year, 55 pupils were referred for negative behavior. Negative behaviors included refusing to obey, constantly causing disruptions, stealing, verbal or physical assaults, withdrawn and uncooperative behavior, and family problems. A practicum was developed to decrease the number of adolescent pupils who exhibited negative behavior and to enhance the students' coping skills. Parents, teachers, high school counselors, and community organizations were to act as change agents. To meet the goals of the practicum, group guidance sessions were designed in collaboration with teachers, high school counselors, administrators, and community agencies. Twelve weekly sessions were held with emphasis on self-esteem, role models, character building, and appropriate behavior. Teacher mentors were used to enhance the program. Data were collected before and after the sessions and were obtained from teacher behavior checklists, interviews, questionnaires, needs assessments, and student self-evaluations. Data analyses revealed that all of the outcomes were achieved. The number of pupils exhibiting negative behavior decreased dramatically. The findings suggest that pupils exhibiting negative behavior can learn better coping skills and that collaboration with parents, teachers, other counselors, and community agencies are key factors in helping adolescents. It appears that group guidance and mentoring are excellent ways to increase and enhance the counseling services provided for adolescents. (NB)

ED 346 419   CG 024 328

Tunnell, Gil
Cognitive Deficits in Psychiatric Patients: Constraints on HIV Prevention.
PUB DATE- 19 Aug 91
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Cognitive Processes; *Patients; *Prevention; *Psychiatry

Some mental health experts have suggested that particular subgroups of the chronic mentally ill may be especially vulnerable to human immunodeficiency virus (HIV) infection. Patients with mood disorders (manic type), schizophrenia, and dual diagnosis of either disorder with substance abuse are considered at high risk for HIV infection, as are psychiatric patients with poor judgment, hypersexuality, and impulsivity, characteristics that interfere with practicing safer sexual and/or drug-related behaviors. A major problem is how to adapt HIV prevention programs to take into account these clinical characteristics. Given the types of cognitive deficits that many psychiatric patients have, it may be useful to adapt HIV prevention efforts for this population by: (1) not providing too much information at one time; (2) being explicit; (3) keeping explanations simple; (4) using concrete examples of future interpersonal situations the patient is likely to encounter; (5) using repetition; (6) applying the guidelines of being concrete, simple, and repetitive by developing group exercises that apply to the principles of safer sex; (7) using humor; and (8) developing a supportive alliance with the patients before providing HIV information or attempting behavioral change. A psychoeducational model may be useful.

the journal. (SR)

ED 346 439 CS 010 962

Toomey, Derek
Short and Medium Run Effects of Parents Reading to Pre-School Children in a Disadvantaged Locality.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Family Environment; Foreign Countries; *Low Income; Parent Student Relationship; Preschool Children; Preschool Education; Program Effectiveness; *Reading Aloud to Others; *Reading Programs; Reading Research
IDENTIFIERS- Australia; *Emergent Literacy

A study examined the effectiveness of an emergent literacy program designed to encourage low-income parents to read to their children. Pre-school teachers in four low-income areas in Australia read to children in their class regularly. Three books were sent home with each child twice a week and the parents were asked to read to their children. A total of 55 families were involved. A variety of literacy measures (emergent literacy development, letter recognition, recognition of environmental print with and without logos, ability to read their own name, writing development, and knowledge of concepts about print) were administered to the children, and the mothers of children were interviewed. Follow-up studies of the children's success in school literacy were carried out for the 1989 cohort in Year One (equivalent to kindergarten in the United States) and Year Three of schooling, and for the 1991 cohort in Year One. Results indicated that: (1) the project was successful in affecting the emergent literacy competencies of children from a disadvantaged locality, in that the competencies represented by the performance tests of emergent literacy competence were more advanced in the project group than in a comparison group, with controls for a range of family environment and initial competence variables; (2) by implication, it seems the project was fairly successful in encouraging parents to read with their children; and (3) the project affected emerging literacy skills which were predictive of the school literacy score. (Eight tables of data are included; 30 references are attached.) (RS)

ED 346 440 CS 010 964

Sandel, Lenore
Exploring the Solar System: A Literature Unit within a Whole Language Context.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Integrated Activities; Music Education; Reading Material Selection; Science Education; *Thematic Approach; Units of Study; *Whole Language Approach
IDENTIFIERS- *Solar System

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; English Departments; *Graduate Students; Higher Education; Interpersonal Communication; *Politics of Education; Power Structure; *Teaching Assistants
IDENTIFIERS- *Communication Behavior; *Conversation; University of Dayton OH

Communication among teaching assistants can be as complicated as communication among full time faculty members, so that power relationships influence the rhetoric they use when they talk about being students, teachers, and professionals. Analysis of the political dimensions of teaching assistant interaction in the English department at the Unversity of Dayton (Ohio) demonstrates how conversation plays a role in their development. Information comes from personal experience as well as from a questionnaire distributed to the teaching assistants in that department. The communication network that evolves among teaching assistants serves two main purposes: support and development. A division exists between new and experienced teaching assistants. Typically, inexperienced teaching assistants are more reluctant to discuss departmental policy and are less inclined to view faculty as peers. Discussion of personal matters is minimal, and office talk generally focusses on professional matters. Professional obligations, such as conference presentations and publications, are routinely discussed and emphasized as important facets of higher education. Finally, the power relationship between first and second year teaching assistants is an unequal one favoring the more experienced. (HB)

ED 346 459 CS 213 366

Elliott, Alison
A Micro Analysis of Learners' Responses to Procedural Facilitations Provided by the "Writing Partner."
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Reseach Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Grade 7; Junior High Schools; *Metacognition; *Narration; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Strategies
IDENTIFIERS- Story Writing; *Writing Partner (Software)

The development of narrative competence is an important part of the English curriculum in the early secondary school years. A study examined how four seventh-grade girls (two novice and two expert writers) responded to computer-based metacognitive guidance in the form of procedural facilitations. The facilitations were designed to assist the transition in story writing from a simple knowledge telling approach (a chronicle or listing of events) to a knowledge transforming approach (weaving or transforming multiple events, activities, and characters into a unified meaning structure). The procedural facilitation in this study was provided by a computer-based tool called the "Writing Partner," and students participated in the computer-supported activities over a 10-week period as part of regular classroom writing activities. An examination of cognitive responses manifested in text construction activity traced students' responses to this metacognitive guidance. Results showed that, for the two novice writers, participation

ED 346 476 CS 213 393

Lovas, John C.
Challenging the Freshman Writer: Integrating Process and Product in a Course-Long Assignment.
PUB DATE- Mar 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; College Freshmen; Course Descriptions; *Freshman Composition; Higher Education; *Personal Narratives; Student Writing Models; *Writing Assignments; Writing for Publication
IDENTIFIERS- De Anza College CA; Process Approach (Writing); University of California Berkeley; Writing Contexts

A community college composition instructor with 32 years of teaching experience designed a semester-long writing assignment (developed at De Anza College (California) and also used at University of California, Berkeley) in which students compose a personal intellectual history. The assignment is based on several assumptions, including: (1) writing tasks that vary audience, purpose, point of view, and tone are most effective; (2) all writers write best what they know best; and (3) publication is the most "natural" way for students to value the conventions of written English. About the second week of the term, students develop a series of lists of five (the five most important people in their lives, etc.) and write one important personal and one important professional goal. Students complete a planning document for their personal intellectual history in the fifth week, and submit a substantial draft (at six pages long) in the seventh week. Students discuss the draft with the instructor and then submit the final 10-page paper (in both hard copy and on diskette) at the beginning of the last week of classes. The papers were "published" as is, which gave students an incentive to take pains with editing. Anecdotal information indicates that this assignment has impacts on many students unlike any other they have done. The fact that the essay becomes so important to most of the students makes the course and the work more important to the instructor. (A variety of samples of students writing from throughout the semester is attached.) (RS)

ED 346 477 CS 213 394

Hatch, Gary Layne
The Crime of Plagiarism: A Critique of Literary Property Law.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Higher Education; *Intellectual Property; Legal Problems; *Plagiarism; Scholarship
IDENTIFIERS- Controversy; *Fraud; *Historical Background; Scholarly Writing

Understanding the history of plagiarism may put scholars in a position to define plagiarism more precisely and to decide

concept of the lonely genius and the self-contained text. Romantic masterpieces have contributed to the internalization of the epistemology of the male Romantic poets and its continuing dominance. The notion of the lonely artist is indeed a product of a specific cultural moment, and that historical reality, the Romantic era in England, supports a collaborative approach to writing and knowing that has been buried for decades. The key to that social sphere was conversation, or table talk. Modern compositionists were not the first to valorize conversation as an epistemological and psychological faculty. A few examples of how conversation and collaboration worked in the production of specific texts can be determined, including the relationship of Mary Wollstonecraft and Mary Hays, as well as some of William Hazlitt's comments. The famous dinner parties of the "London Magazine" writers were also a fertile environment of collaborative thinking, influencing, for example, Charles Lamb. Lamb frequently wrote drafts of his essays in letters to friends. Ironically, the ideology of the Romantic personal essay, entrenched in current composition pedagogy, was championed by writers like Hazlitt and Lamb who produced their texts largely through conversation and collaboration. (Seventeen references are attached.) (HB)

ED 346 495 CS 213 417

Haefner, Joel
Fictions of the Writer: A Critical Articulation of Collaborative Writing and Literary Studies.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; *Feminism; Higher Education; Ideology; Literary Criticism; Literary History; *Romanticism; *Sex Differences; Writing (Composition); Writing Instruction
IDENTIFIERS- *Collaborative Writing; Composition Theory

In recent years the High Romantic concept of the solitary author has been intensely challenged. Compositionists and various theorists have deconstructed the concept of isolated authorship and critiqued the Romantic notion of individual genius. Meanwhile, the reconstruction of the female literary tradition introduced the question of gender and uncovered an alternative model for the writer based on a sense of the collaborative nature of writing. The recent critical turn in Romantic studies began with Jerome McGann's characterization of Romantic assertions of "eternal truth" as historically relative ideology. In contrast to the more masculine view of authorship, the women of the Romantic period present a vastly different image of the writer and the writing process, an image composed of three important paradigms: the Bluestockings, or a salon of writers; the family circle of writers; and the improvisatrice, which was also figured as Corinne or Sappho. For whatever reasons, the masculine premises of the solitary writer have become embedded in composition pedagogy. In contrast, the female paradigm of the Sappho fiction offers alternative premises and values. It represents a community, is squarely audience-centered, entails improvisation, and places greater weight on process than product. The way that writing instructors fictionalize authorship bears vast pedagogical implications, and because gender ideology structures the way

The schema featured in the paper is based on the type of selection decisions made by the seventh-grade science teacher and how his decisions compared and contrasted with those of other teachers and students who were interviewed. The paper concludes that teachers should have access to the value-laden, critical position of the producers of media to assist them in making context-related decisions about the selection of media. (A list of 97 references is attached.) (RS)

ED 346 515 CS 507 830

Donovan, Brian R.
Eloquence as Virtue in Ancient Theory.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Greek Civilization; Philosophy; Public Speaking; *Rhetoric; *Rhetorical Theory; Skill Development
IDENTIFIERS- *Classical Rhetoric; Plato of Athens; Socrates; Sophists; *Virtues

Plato attacked the sophists' claim that they taught "virtue," and he believed that rhetoric, which they taught, was not an "art." If the notions of virtue and art are brought together and integrated to constitute an antithesis, the sophistic position becomes more intelligible and defensible. The Greek term "arete," translated as "virtue," can be manifested either as excellence in a particular role or in the whole of living. The term "techne," which has been translated as "art," is better imagined as any distinctly specialized trade or craft. Thus the antithesis is between civic virtue and specialized technical skill. Long before Plato, and contrary to the Platonic view, Homer conceived of eloquence as both arete and techne. In both the "Iliad" and "Odyssey," Homer suggests that eloquence is not only a specialized skill, but also an integral part of overall human excellence. To Socrates and Plato, the technical knowledge of artisans was the only kind of ordinary human knowledge that was genuine. An examination of the first third of Plato's dialogue "Protagoras" shows how Plato obscures the issue by exploiting the flexibility of the two terms arete and techne, and by studied neglect of the intimate connection between teaching arete and techne rhetoric. Modern educators can admit both arete and techne on the basis of a larger view of eloquence as radically non-specialized and morally requisite for all in a democratic society. (Nineteen references are attached.) (SG)

ED 346 516 CS 507 831

Montgomery, Michael V.
The Shopping Mall: Film Chronotope of the 1980s.
PUB DATE- Mar 92
NOTE- 64p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Classroom Research; *College Instruction; Higher Education; *Humor; *Student Attitudes; *Teacher Effectiveness; Teacher Evaluation; Teacher Student Relationship; *Teaching Skills; Teaching Styles
IDENTIFIERS- *Jokes

Humor is an important tool for the teacher in college classrooms. Generally, laughter is a great benefit in anyone's life, having even physiological influence. Laughter reduces stress and may facilitate creativity. However, the use of humor can both enhance and hinder the learning process. Various researchers have tried to identify structures, types, and categories of humor. Humor in the classroom setting is undesirable if a student is the target of the joke. On the other hand, when care is taken by the instructor to avoid negative consequences, humor has been shown to have a positive effect in the classroom. The gender of the participants in the humorous transaction may dramatically influence the outcome of the situation. Also, there are significant differences in how the genders react to humor. Overall, the frequency and use of humor correlates positively to perceived appeal, effectiveness, and delivery, but for male instructors only. Instructors can encourage laughing at humorous circumstances to build a feeling of unity in the classroom. They can also use humorous examples or present concepts humorously to help students comprehend and retain lecture material. Effective instructors must bring a full range of resources into today's classroom, and one of these resources, used moderately and appropriately, is laughter. Fifteen principles for using humor in the college classroom are included to provide guidance for college instructions. (Thirty-seven references are attached.) (HB)

ED 346 536 CS 507 866

Koper, Randall J.; Sahlman, James M.
The Behavioral Correlates of Real-World Deceptive Communication.
PUB DATE- May 91
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Deception; Higher Education; *Interpersonal Communication; Language Role
IDENTIFIERS- *Communication Behavior; Message Perception

Although social science research methods have been successfully applied to the phenomenon of deception, these efforts have universally been limited to laboratory study. In order to broaden the generalizability of deception research, the present study assessed the verbal and nonverbal correlates of naturally-occurring, high-motivation deceptive communication. Subjects were 23 individuals who had publicly made statements that were subsequently revealed as deceptive, either due to incriminating evidence or by their own admission. They were all well-known people from different fields. Findings support the recent Buller and Burgoon (in press) categories of deceptive behavior, rate. The independent variables included subject and school district characteristics, and the dependent variables included: (1) priority assigned to each of the six National goals for education (NGE)--the board members' priorities were also compared with citizens' priorities; (2) primary sources of information for the NGE and the responses taken to date by the boards to NGE; and (3) perceptions about the NGE (concerning responsibility for setting goals, responsibility for achieving goals, impediments to accomplishment of goals, and likelihood of success). Findings indicate that board members viewed educational goal setting and accomplishment as a local prerogative and were ambivalent about the likelihood that the national goals would be achieved. Implications are that NGE implementation processes must be more inclusive. A conclusion is that all levels of public policymaking and education will be profoundly affected by the NGE. Twenty-one tables are included. (16 references) (LMI)

ED 346 557 EA 023 971

Koppich, Julia E.
The Rocky Road to Reform in Rochester.
PUB DATE- Apr 92
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; Contracts; *Educational Change; Elementary Secondary Education; Labor Relations; *Negotiation Agreements; School Based Management; *School Community Relationship; School Districts; *School Restructuring; Unions
IDENTIFIERS- *Rochester City School District NY
A profile of Rochester, New York, Public School District's educational reform efforts from 1987 to 1990 is offered in this case study. Following an overview of the city and its public schools, the impetus for educational reform is discussed, with attention given to the roles of the superintendent, teachers' union president, and school board. Precursors to reform are described next, specifically, the 1986 report "A Call to Action," by the Urban League of Rochester, and the 1987 collective bargaining agreement between teachers and the school district. The 1987 contract established higher teacher salaries and set forth outlines for reforms, such as the Career in Teaching Program and school-based planning. Subsequent sections describe initial reactions to reform and the role of the business community. The extensive negotiation process for the second contract from 1990 to 1992 is highlighted next, and the paper concludes with some observations about coping with the challenge of rising expectations and the changing shape of labor relations in Rochester. (92 endnotes) (LMI)

ED 346 558 EA 023 972

Renchler, Ron
School Leadership and Student Motivation. ERIC Digest, Number 71.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92

NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Planning; *Graduation; High Schools; *Information Systems; *State Action; *Student Records
IDENTIFIERS- *Michigan; *National Education Goals 1990

In 1991, Michigan's Technical Planning Subgroup of the Resource Group on National Education Goal 2 (high school completion) recommended the development of a voluntary state/local student record system and compilation of a compendium of current state practices and current plans for state/local system development. Governor Carroll Campbell, Jr. instructed panel staff to commission a report on the current status and future trends in statewide student record systems. In response, the Goals Panel staff and consultants carried out two 1992 data collection activities, surveyed current student record systems in the states, and conducted indepth interviews with knowledgeable officials in 11 states. National survey results showed that only 7 out of 47 states responding reported existence of a comprehensive state-level student record system; 29 are considering implementing one. Interview results regarding initiation, content, and outcomes of state-level systems are also summarized. Although many states are making progress, the pace of system development is relatively slow in the nation as a whole. State data needs, resources, traditions, and legislative mandates differ substantially. Generating the resources and political will to provide technical assistance to individual states is essential. Appendices contain descriptions of state systems, a student questionnaire, interview protocol, a summary of matrices in the student questionnaire, and 4 figures. (MLH)

ED 346 578 EA 024 008

Defining a Standard Education for Oregon Students.
PUB DATE- 90
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Development; Educational Finance; *Educational Objectives; Elementary Secondary Education; International Education; *State Standards; Vocational Education
IDENTIFIERS- *Oregon

Periodically, over a period of 20 years, the state of Oregon has drafted and discarded various definitions of basic education. As a result of House Bill 2132, the Oregon State Board of Education responded to the call to define by rule a basic education program to be available to all elementary and secondary students in public schools. This report defines basic (standard) education, recommends those services required to support basic (standard) education, and provides estimated costs for the above. Six sections comprise this report. The first is an introduction that gives the events leading to the report, the changes from basic education to standard education for Oregon students, the procedure to develop definition, and the executive summary. Section 2 details the definition of a standard education for Oregon students. It includes common curriculum goals, vocational-technical education, mandated federal and state programs, character education, student

40 universities in the south central United States yielded 28 responses. Slightly over half of the respondents (15) reported the enrollment of 10 or fewer full-time doctoral students. A great disparity was found in the ratios of full-time staff to doctoral students. No clearly defined methods existed for distinguishing the overlap between department of educational administration faculty positions and other departments. Departments lacked a common area of faculty expertise, which raises the question of whether educational administration programs resulted from program direction or from individual faculty members' expertise. Eight tables and one figure are included. (2 references) (LMI)

ED 346 600 EA 024 046

Sands, Catherine D., Ed.; Gorman, Michael J., Ed.
Award-Winning Community Service Programs in Independent Schools. Revised 1991-92 Edition.
PUB DATE- 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Altruism; *Awards; Citizenship Education; *Community Services; Elementary Secondary Education; *Moral Values; *Parochial Schools; *Private Schools; Religious Organizations; *Student Participation

For nearly a decade, the Council for Religion in Independent Schools has honored schools with superior community service programs. The purpose of these annual awards is to stimulate the growth of such programs, to inform other schools of notable policies and practices, and to recognize excellence in moral consciousness and spirituality. A panel of judges makes the awards primarily on the basis of two essays--one by a faculty member and one by a student. Faculty essays typically outline the program as a whole, and student essays generally narrate significant individual and group experiences or describe the program's effect on the school. This booklet contains brief descriptions of community service programs receiving Certificates of Merit and Honorable Mention for the 1987-88, 1988-89, 1989-90, and 1990-91 school years. Projects range from organizing soup kitchens and volunteering at nursing homes to recycling trash. Exemplary essays by students and teachers are also included, along with a final essay from the council, a master list of service placements, and an index of program features and policies. (MLH)

ED 346 601 EA 024 047

Seay, Martha Ann; Blase, Joseph
Principals' Credibility and Micropolitical Strategies That Influence Teachers.
PUB DATE- Apr 92
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

to school reform such as student course-taking patterns, the proportion of school time devoted to academic subjects, student achievement, and high school completion rates. The last chapter discusses issues associated with studying the impact of state reforms and suggests some analytical strategies that might be used to describe linkages between reforms and student outcomes. Three appendixes provide the following information: (1) minimum high school graduation requirements for standard diplomas: 1980 and 1990; (2) an overview of researching reform and student outcomes using selected databases; and (3) standard error tables. (53 references) (MLF)

ED 346 620   EC 210 756

Sobsey, Dick; Varnhagen, Connie
Sexual Abuse and Exploitation of People with Disabilities. Final Report.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 88
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Reference Materials - Bibliographies (131)
DESCRIPTORS- *At Risk Persons; *Child Abuse; *Community Services; Criminals; *Disabilities; Foreign Countries; National Surveys; Needs Assessment; Sex Education; *Sexual Abuse; Sexuality; *Social Services; Victims of Crime
IDENTIFIERS- *Canada; Impairment Severity; Sex Exploitation; Victim Assistance

The literature is reviewed on sexual abuse, assault, and exploitation of people with disabilities; and new data from two pilot studies are introduced. The pilot studies consisted of two surveys: (1) a survey of 19 Canadian community service agencies dealing with sexual abuse, focusing on types of services provided and self-evaluation of services for disabled individuals; and (2) a survey of 62 Canadian agencies aiding disabled people, focusing on characteristics of the victim, offender, and offense; the disability's contribution to the victim's vulnerability to sexual abuse; and the nature of victim support services. The studies' results suggested that: Canadians with disabilities are at greater risk for sexual abuse; the extent of increased risk remains unclear; current services often fail to meet the needs of people with disabilities; failure becomes increasingly common as a function of the severity of the disability; and findings reported elsewhere can be generalized to Canada. The bulk of the document comprises a 200-item annotated bibliography of research studies, position papers, program descriptions, clinical reports, and media accounts, covering English-language and French-language literature in the areas of sexual abuse and assault of people with disabilities, other forms of abuse, sex education, sexuality for people with disabilities, and related materials. The survey instruments used in the two pilot studies are also included. (JDD)

ED 346 621   EC 211 840

The Creative & Academic Thinking Skills Program: Richardson Independent School District. REACH Vol. II, Part 2. Exemplary Program Practices Series.
PUB DATE- 88

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Alcohol Abuse; At Risk Persons; Drug Abuse; Interaction; *Intervention; Organizations (Groups); *Physical Disabilities; *Prevention; Resources; *Substance Abuse

This guide to alcohol and other drug abuse prevention for individuals with mobility limitations outlines types of problems with mobility and their incidence. The implications of alcohol and other drug use are examined, emphasizing that this population is generally at higher risk for alcohol and other drug-related problems. Possible solutions to problems of accessibility of offices and programs for individuals with mobility limitations are listed. Suggestions are provided for improving interactions, and four myths about individuals with mobility limitations are dispelled with factual information. A list of 13 organizational resources, 5 printed resources, and 13 references is also offered. (JDD)

ED 346 642 EC 301 253

Traumatic Brain Injury: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 91
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; At Risk Persons; Drug Abuse; *Head Injuries; Interaction; *Intervention; Neurological Impairments; Organizations (Groups); *Prevention; Resources; *Substance Abuse

This leaflet examines alcohol and other drug abuse prevention for individuals with traumatic brain injury. The characteristics and incidence of traumatic brain injury (TBI) are noted. The implications of alcohol and other drug use are discussed, emphasizing that TBI is often related to lifestyles where alcohol and other drug abuse and risk taking are common, and that if alcohol or other drug use predates the disability, the problems will likely continue following rehabilitation. The guide includes points to stress in discussing the effects of drug use with a person with TBI. Suggestions are offered to bring about positive interactions, and six myths commonly held about TBI are dispelled with factual information. Five organizational resources and five printed resources are listed as sources of more information. (JDD)

ED 346 643 EC 301 254

An Overview of Alcohol and Other Drug Abuse Prevention and Disability.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Dec 91
NOTE- 9p.; For related documents, see EC 301 244-257.
LANGUAGE- English

(DB)

ED 346 660 EC 301 272

Bowen, Mack L.
Leadership Training in Special Education: A Status Analysis. Information Bulletin #29.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Doctoral Degrees; Doctoral Programs; Elementary Secondary Education; Graduate Study; Higher Education; Information Needs; Labor Needs; *Leadership Training; Needs Assessment; Professional Personnel; *Special Education; Special Education Teachers; Teacher Education; *Teacher Educator Education; *Teacher Educators; Teacher Retirement; Teacher Shortage; Trend Analysis

This paper synthesizes issues and informational needs regarding the supply and demand for doctoral level personnel in special education and stresses the importance of obtaining accurate data on teacher supply and demand for planning training activities and analyzing manpower needs. Existing findings on teacher employment, teacher shortages, teacher supply, and teacher attrition are reviewed. The insufficient supply of doctoral level special education personnel is then documented. Among barriers to leadership training identified are lack of adequate financial support, poor working conditions for faculty, and attrition through retirement. Data are then given on leadership needs in the following specialty areas: behavior disorders, bilingual/language minority, rural special education, early childhood special education, career/vocational/transitional special education, special education research, special education administration and supervision, speech/language/hearing personnel, severe/profound/multiple handicaps, and adapted physical education and therapeutic recreation. Sixteen specific issues are considered. These include the need for a comprehensive data base that tracks the production of doctoral level personnel, the need for a national disseminator of specific supply and demand data, the need for closer working relationships between institutions of higher education and employers, and a need for studies on the retirement trends and patterns of educators. (96 references) (DB)

ED 346 661 EC 301 273

Wilber, Mary M. Jensen
Three Is a Crowd? No Way--Three Is a Team! Collaborative Consultation Techniques for Educators.
PUB DATE- 92
NOTE- 15p.; Paper presented at the Midwest Symposium for Leadership in Behavior Disorders (Kansas City, MO, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

guidelines list variables the registered school health nurse must consider and requirements of written protocols addressing possible medical emergencies a given child might experience in the school setting. A list of 12 definitions is attached. (DB)

ED 346 680 EC 301 295

Supervisor's Guide for Transporting Children with Special Health Needs.
PUB DATE- Jun 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Assistive Devices (for Disabled); Bus Transportation; Definitions; *Disabilities; *Diseases; Elementary Secondary Education; *School Buses; *Special Health Problems; State Standards; *Student Transportation; Supervisors; Wheelchairs
IDENTIFIERS- *Maryland; State Regulation

This guide is intended to provide local school district supervisors of transportation in Maryland with a ready reference on the transportation of children with special health care needs. An introduction offers decision guidelines and legal definitions under Maryland regulations. Basic information on the following conditions are then summarized: allergy, arthritis, asthma, autism, cardiac distress, cerebral palsy, diabetes, Downs syndrome, epistaxis, epilepsy, gastrostomy tube, hemophilia, hydrocephalus, hypertonia, incontinence, insect allergies, jejunostomy tube, leukemia, microcephaly, multiple sclerosis, muscular dystrophy, osteogenesis imperfecta, Rhett syndrome, spina bifida, tracheostomy, cytomegalovirus, hepatitis A, hepatitis B, herpes, human immunodeficiency virus, tuberculosis. Provided for each condition is a definition and information on signs and symptoms, precautions, and special equipment. Additional guidelines are given on emergency bus evacuation, notification of local medical and rescue assistance, delivery of special needs students to residence, and transporting medications. Much of the document consists of the following appendixes: "Federal and State Regulations Governing the Transportation of Students with Special Health Needs"; "Guide for Transportation of Children Utilizing Respiratory Therapy"; "Report on the Delineation of Roles and Responsibilities for the Safe Delivery of Specialized Health Care in the Educational Setting"; and "Wheelchairs and Assistive Devices for Special Needs Students Transported in the Maryland Public School System". (DB)

ED 346 681 EC 301 296

Guidelines for the Child with Diabetes in the Classroom.
PUB DATE- May 91
NOTE- 7p.; The Maryland Affiliation of the American Diabetes Association was also involved in the production of this document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

responsibilities regarding student issues, referrals, evaluations, placement, hearings, grievance procedures, and complaints. Finally the federal regulations for Section 504 and analysis are presented in full text. (DB)

ED 346 700 EC 301 315

High School Programming.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academically Gifted; *Curriculum Development; Delivery Systems; Dual Enrollment; English; *Gifted; High Schools; Interdisciplinary Approach; Models; Simulation; Social Studies; State Programs; Student Attitudes; *Thematic Approach
IDENTIFIERS- Texas

This theme issue covers "High School Programming" and approaches to meeting the needs of gifted high school students in Texas. The first article is "Thematic Interdisciplinary Curricula for Secondary Gifted Students in English and Social Studies" (Joel E. McIntosh and April W. Meacham). This approach is contrasted with the traditional curriculum model and the integrated curriculum model and implementation guidelines are offered. The second article is "Coming to America: The Ellis Island Experience" (Pam Martin). This describes a simulation experience and lists steps in designing a simulation. Next, Coila Morrow and Judy Duncan ("An Interdisciplinary Secondary Program for Gifted/Talented Students in a Small District") describe their use of a thematic curriculum model for 40 high school students. The next article, by an 11th grade student, Jeb Williamson, is titled "Awakening the Potential in Gifted Students." It offers a student viewpoint of one gifted and talented program and stresses the value of student involvement in all aspects of curriculum development. Next, Sandra R. Gifford offers guidelines for "Organizing Dual Enrollment Options for Gifted Education." The final article, by Evelyn Levsky Hiatt and Jeanette Covington, is "Q & A High School Programming." It addresses such areas as grading, differences between honors and gifted classes, high school seminar programs, mentors, and furloughs from the program. (References accompany most of the articles.) (DB)

ED 346 701 EC 301 316

Getman, G. N.
Smart in Everything Except School.
PUB DATE- 92
NOTE- 274p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Cognitive Development; *Cognitive Processes; Developmental Stages; Elementary Secondary Education; Learning; *Learning Disabilities; Learning Problems; Motion; *Ophthalmology; Optometry; Prevention; Remedial Instruction; Training Methods; *Visual Learning; *Visual Perception

This book focuses on the prevention of academic failure through focus on developmental processes (especially development of determining what tasks must be performed by employees in a given job or occupational area. The DACUM analysis can be used as a basis for the following: curriculum development; curriculum review and revision; training needs assessments; competency test development; worker performance evaluations; student recruitment; student counseling; student achievement records; training program review; curriculum articulation; Tech Prep program development; job modifications; and job descriptions. The information resulting from the task analysis is incorporated into modules, learning guides, or instructional materials. DACUM establishes relevant, up-to-date, and localized curriculum bases for instructional materials. DACUM is suited for developing new educational programs, review of existing educational programs, and updating existing DACUM charts. The DACUM committee is guided through seven procedural steps: orienting 8-12 committee members; review occupations; identify duties; identify specific tasks performed; review and refine task and duty statements; sequence task and duty statements; and identify entry-level tasks. After a DACUM workshop, the tentative task list should be verified by experts. (Attachment A contains lists of educational agencies and industrial clients served by the DACUM. A competency profile of an industry instructor is included.) (NLA)

ED 346 249 CE 061 233

Goetting, Marsha A.; And Others
MONTGUIDE. Montana Cooperative Extension Service Consumer Education Guides.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Economics; *Consumer Education; *Family Income; Higher Education; Marriage; *Money Management; Paying for College; Retirement; *State Legislation
IDENTIFIERS- *Montana

This packet contains 14 consumer education guides concerning financial and legal issues for families at various life stages. The guides are especially aimed at persons living in Montana. The guides cover the following topics: (1) helping people to cope with financial crisis; (2) using a check register to track expenses; (3) individual retirement accounts; (4) estimating the amount to save for retirement; (5) schedule of nonmonthly family living expenses; (6) power of attorney; (7) financing a college education; (8) living trusts; (9) estimating the amount to save for college; (10) legal and financial implications of marriage in Montana; (11) managing a seasonal income for family living expenses; (12) estate planning for families with minor children; (13) remarried families--making financial decisions; and (14) financial aspects of premarital agreements. (KC)

ED 346 250 CE 061 246

Norton, Robert E.
SCID: A Competency-Based Curriculum Development Model.
PUB DATE- Jun 92
NOTE- 9p.; Paper presented at the Mid-America Competency-Based Education Conference (Chicago, IL, June 14-17, 1992). Printed on yellow paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

not occur simply because the labor force would grow slowly in the 1990s and the changing demographics of the work force would not necessarily produce a serious shortage of adequately skilled workers. A problem with labor force entrants would probably be that the educational system will not have provided an adequate basis for future technological innovation and productivity growth. Third, the study examined recent and expected trends in wages and incomes to assess whether future trends would remedy the labor market problems. The conclusion was that wages would continue their sluggish growth and possibly fall for large portions of the work force. The key policy implication was that the "supply push" approach would not produce desired improvements in labor market performance or productivity. (Appendixes include a description of the methodology, 28 endnotes, and a 52-item bibliography.) (YLB)

ED 346 266 CE 061 275

Pauly, Edward; And Others
Linking Welfare and Education. A Study of New Programs in Five States. Papers for Practitioners.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- May 92
NOTE- 64p.; Publication supported by MDRC's Multi-State Technical Assistance Collaborative and its Public Policy Outreach funders.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; Cooperative Planning; Educational Cooperation; *Education Work Relationship; Federal Aid; *Program Design; Program Implementation; Public Policy; *Role of Education; State Programs; *Welfare Recipients; Welfare Services; Youth Programs
IDENTIFIERS- California; Florida; Job Opportunities and Basic Skills Program; Ohio; Oklahoma; Wisconsin

A study aimed to provide education and welfare officials with information on the experiences of welfare/education programs as they had been implemented in five states. The states (California, Florida, Ohio, Oklahoma, and Wisconsin) represented a range of noteworthy approaches to providing education to welfare recipients, including some dramatic departures from past practices. Operational issues were identified that had to be resolved for programs to succeed: the quality of education, tailoring education programs to the welfare population, attendance, program capacity and flow, differences among education providers, and policy gaps that affected program operations. Three areas for improvement without federal action were identified: more attention to the education-employment transition, alternative education programs in programs targeting teenagers on welfare, and elimination of redundant achievement testing of participants in the Job Opportunities and Basic Skills Program. New institutional roles for welfare and education agencies had caused new issues to emerge: institutional priorities, cooperation and resistance of educational institutions, funding, innovations, and service gaps. Several recurring design issues affected the welfare/education programs in all five states: program goals, exit standards, use of volunteerism in mandatory programs, and returning teen dropouts to school. The importance of negotiations between welfare and education agencies was stressed. (Appendixes include a brief summary of California's program and list of 42 selected publications.) (YLB)

ED 346 267 CE 061 276

(150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Age Differences; *College Freshmen; Educational Research; *Expectation; *Females; Higher Education; Influences; *Nontraditional Students; *Role Perception; *Sex Role; Sex Stereotypes; Sexual Identity; Stereotypes

The role expectations of older female students and younger, less experienced female students were compared in a study. It examined the relationships of demographic, academic, and sex role orientation factors to role expectations expressed by two groups of college women. Participants were 46 women volunteers enrolled in a women's college either at the graduate or undergraduate level--23 freshmen and 23 older and nontraditional students. They completed three instruments: a measure of sex role orientation, a measure of role expectations, and a questionnaire to elicit demographic information. Results of a descriptive discriminative analysis showed that the freshman group responded to the measures in a more stereotypically feminine and other-oriented way, identified with more feminine characteristics, and chose marriage and children over school and career. Additional research was needed to answer the question of whether this observed difference was the result of generational differences, developmental differences, or differences in the groups unrelated to their ages. (Appendixes include a list of 30 references, 2 data tables, and 3 figures.) (YLB)

ED 346 286 CE 061 302

European Lessons from School and the Workplace.
PUB DATE- 91
NOTE- 48p.; For a related document, see CE 061 303.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Apprenticeships; Competence; *Educational Finance; *Education Work Relationship; *Employment Potential; Foreign Countries; Integrated Curriculum; *Job Skills; On the Job Training; Program Effectiveness; Secondary Education; *Vocational Education; *Work Experience Programs; Youth Programs
IDENTIFIERS- Denmark; Germany; Sweden

A 1991 study tour to Germany, Denmark, and Sweden investigated youth education and training policies, systems, methods of financing, and programs. Concerns were integration of academic and practical skills training, assessment of student competencies for employment, expectations and outcomes of employment preparation for all youth, and system governance, policies, and finance. Researchers were struck by the intertwined nature of academic and practical skill development and the complicated pattern of movement of students between work- and school-based training. Responsibility for assessment of student competencies for employment was assumed by craft and occupational chambers (Germany) and trade boards (Denmark); the Swedes did not emphasize examinations. All three countries had formal structures for providing youth with transitions from school to employment that ensured that young people reach adulthood with marketable skills. In Germany, in-school education was the responsibility of the states; the federal government oversaw work-based education. In Denmark and Sweden, vocational training was a shared financial responsibility of federal, state, private businesses, and collective business funds. Recommendations for a transformed system of youth of learning activities, and responding to writing; review of level D, working with groups, and publishing; what to do if there does not seem to be much progress; some things that are known about math; and practicum reports and training package evaluation. Overhead transparency masters and handouts, arranged by session, are provided at the back of the guide. (YLB)

ED 346 305 CE 061 361

Tutor and Instructor Training and Certification Program.
PUB DATE- 91
NOTE- 302p.; For a related guide, see CE 061 360.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; Faculty Development; Foreign Countries; Grammar; Group Dynamics; Group Instruction; Illiteracy; Informal Assessment; Inservice Teacher Education; Instructional Improvement; Instructional Materials; Learning Activities; Lesson Plans; *Literacy Education; *Mathematics Instruction; *Reading Instruction; Spelling; Teacher Certification; Teacher Improvement; Teacher Workshops; *Teaching Methods; Tutors; *Writing Instruction

This handbook accompanies the 33-hour literacy tutor and instructor training and certification workshop program. Chapters 1-3 provide information on reading, writing, and math and teaching and learning strategies. Chapter 4 focuses on determining adults' needs. Chapter 5 outlines four levels suitable for people working to improve reading, writing, and math skills up to a Grade 9 or pre-General Educational Development program level. Each level--A, B, C, and D--includes suggested learning materials, activities, and outcomes. Chapter 6 discusses determining a person's reading strategies through informal assessment and lists guidelines for assessing adult literacy materials. Chapter 7 describes determining a person's writing strategies through informal assessment and improving writing. Chapters 8 and 9 provide information on teaching and learning spelling and grammar. Chapter 10 discusses planning each session, including setting goals, developing a lesson plan, and measuring progress. Chapters 11 and 12 offer suggestions for facing learning blocks and working with groups. An appended activities section contains activities for adult literacy students. A general description of how to do the activity is followed by questions and answers to clarify who will benefit, what strategies and skills are being developed, how to handle problems, how to use the activities with groups and individuals, and how to use the activity with people working at each of the four levels. Samples are provided. (YLB)

ED 346 306 CE 061 362

Mader, Wilhelm, Ed.
Adult Education in the Federal Republic of Germany: Scholarly Approaches and Professional Practice. Monographs on Comparative and Area Studies in Adult Education.
PUB DATE- 92
NOTE- 259p.; Translation of "Weiterbildung und Gesellschaft" (University of Bremen, 1990). Translated by Martin G. Haindorff.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive

getting started. The third section is a detailed description of Project READ's strategic planning process. Ten appendixes include the following: four references; lists of Project READ coalition members, planning committee members, and advisory committee members; Project READ's strategic plan; and a resource list of eight publications. (KC)

ED 346 324 CE 061 414

Haffner, Richard; And Others
Filling the Gap: A Manual for Integrating the Deaf Adult into Adult Basic Education Classes.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jun 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Adult Basic Education; *American Sign Language; *Classroom Techniques; Communication Skills; Deaf Interpreting; *Deafness; Education Work Relationship; Lipreading; *Mainstreaming; Manual Communication; *Teaching Methods
IDENTIFIERS- 353 Project

Based on a program developed to help the integration of deaf persons into the world of work, this manual is intended to familiarize adult basic education (ABE) teachers with the special needs of deaf persons. Information is provided to answer questions such as: (1) What is so different about deaf students? (2) What is "deaf culture"? (3) How do deaf people communicate? (4) How does one use an American Sign Language interpreter? and (5) What strategies should be employed in an ABE classroom to integrate deaf students? Ten appendixes, which make up more than half the manual, cover the following: Public Law 504; the Americans with Disabilities Act; types, causes, and effects of hearing loss, the Ohio Alliance of Community Centers for the Deaf; the Ohio Rehabilitation Services Commission; books and resources; American Sign Language; the Registry of Interpreters for the Deaf Code of Ethics; national organizations serving deaf people; and the American Sign Language manual alphabet. Seven references are included. (KC)

ED 346 325 CE 061 415

Jennings, James
An Examination of Latino Experiences in Vocational Education: Implications for Educational Policy and Reform in Massachusetts.
SPONS. AGENCY- Massachusetts Univ., Boston. Mauricio Gaston Inst. for Latino Community Development and Public Policy.
PUB DATE- 92
NOTE- 41p.; Prepared for the Latinos and Poverty Public Policy Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Educational Attainment; Educational Attitudes; Educational Discrimination; Educational Research; Enrollment Influences; Enrollment Rate; *Enrollment Trends; High Schools; Postsecondary Education; Racial Discrimination; School Statistics; State Surveys; Statewide Planning; Student Educational Objectives; Trend Analysis;

faculty and administrators more aware of the skill needs of industry, assisted in integrating academic and vocational education, and fostered improved relationships between high schools and the community colleges. (Appendixes to the report, which make up two-thirds of the document, include the following: minutes of meetings of staff and advisory councils, model programs reviewed, manufacturer survey results, the implementation plan, the articulation agreement, project newsletters, high school vocational classes survey results, and development committee members' Tech Prep ideas.) (KC)

ED 346 343 CE 061 474

Western Illinois University Curriculum Revitalization Project. Final Report 1990-91.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 350p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Articulation (Education); Cooperative Education; *Curriculum Development; Delivery Systems; Elementary Secondary Education; Field Tests; *Information Services; *Instructional Materials; Learning Resources Centers; *Media Specialists; Postsecondary Education; Public Relations; Staff Development; *Vocational Education; Workshops
IDENTIFIERS- *Illinois

The primary purpose of the Curriculum Revitalization Project was to provide assistance to Illinois vocational educators, administrators, regional administrators, and regional delivery system directors in strengthening vocational programs. Ten major accomplishments were achieved: (1) seven regional instructional materials coordinators (IMCs) were employed; (2) professional development activities were provided to the IMCs; (3) a regional communication network was established; (4) three curriculum areas were emphasized (integration of applied academics, articulated K-14 vocational programs, and Tech-Prep programs); (5) IMCs responded to over 3,000 curriculum and instructional materials requests; (6) inservice workshops were presented; (7) personal contacts were made with vocational educators, administrators, Regional Delivery Systems, and community colleges; (8) working relationships with other state agencies, projects, and events were established; (9) public awareness was developed through brochures, a workshop portfolio, a traveling exhibit, and other public relations activities; and (10) a field test of a system of integrating task lists was conducted by Southern Illinois University (Carbondale). The bulk of this document consists of eight appendices: (1) project approval, budget, and revisions; (2) Region III position announcement materials; (3) integration workshop; (4) workshop transparency master and publicity; (5) display delivery; (6) project report materials; (7) region summaries; and (8) publicity. (NLA)

ED 346 344 CE 061 476

Miller, Michael T.; And Others
Developing the Higher and Vocational Education Partnership: Priorities for the Next Decade.
SPONS. AGENCY- University Council for Vocational Education.

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Secondary School Students; *Self Esteem; *Stress Management; *Student Development

This book contains teacher instructions and a set of reproducible activity sheets concerned with self-esteem and stress management designed for teachers to use in the classroom. Included are activities for students at all grade levels, kindergarten through grade 12. The expressed purposes of the book are to: (1) explain in simple terms the nature of stress--what causes it and how it affects people physiologically, mentally, and emotionally; (2) make clear the role of thoughts, attitudes, and beliefs in controlling and/or exacerbating stress; (3) present and explore the major components of a comprehensive stress management program; and (4) offer activities within each component that can be used to develop a repertoire of stress management skills in teachers and their students. The first chapter defines stress and discusses the differences between distress, which is associated with unhappy events and feelings, and eustress, which is associated with happy or positive circumstances and feelings. The mental, physical, and emotional effects of stress are elaborated, and several broad approaches to helping students manage stress are outlined. Other chapters focus on anger and worry, nutrition, exercise, relaxation, self-talk, assertiveness, time management, and a specialized communication process called the sharing circle. Each chapter begins with background information and a discussion of the relevant concepts, followed by activities that enable students to practice related stress-management techniques. (NB)

ED 346 363 CG 024 269

Akin, Terri; And Others
INSIGHTS: A Self and Career Awareness Program for the Elementary Grades.
PUB DATE- 91
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Development; Career Exploration; Career Planning; Child Development; Decision Making; Elementary Education; *Elementary School Students; Interpersonal Competence; *Self Concept; Skill Development

This book contains over 100 career development activities for students in kindergarten through sixth grade. Each activity is designed to meet one or more specific competencies established by the National Occupational Information Coordinating Committee. Introductory sections explain the layout of the book and provide information for conducting a sharing circle, a unique small-group discussion process that is used to promote teacher-student and student-student interaction. Activities are then organized under the three major headings of Self-Knowledge, Educational/Vocational Development, and Career Planning and Exploration. Within these three major areas, activities are arranged in developmental sequence. Activities for grades kindergarten-1 are followed by activities for grades 2-3 and grades 4-6. A grade-level designation appears at the top of each activity. The activities can be used to infuse self- and career-awareness into existing academic subject areas. Subject area connections are indicated for individual discussed. Leadership style, and the effect of group behavior on leadership style are addressed. The second part of the manual provides sample materials, and the third part addresses supervision. (LLL)

ED 346 382 CG 024 291

Dilley, Josiah
...and I Thought I Knew How To Communicate: Exploring Fresh Choices in Relating.
PUB DATE- 85
NOTE- 175p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Communication Skills; Conflict Resolution; Criticism; Feedback; Habit Formation; *Interpersonal Relationship; Listening Skills; Nonverbal Communication; Verbal Communication

This book contains a collection of materials that can be used to improve the ability to relate to others. The first chapter discusses causes of conflict and how conflict habits develop. The second chapter discusses freeing ourselves from self-defeating habits. This chapter asserts that the imperfect expressive capacity of language is further limited by the imperfections of the persons using it. The third chapter describes the meaning-making approach to communication in which a listener's translation provides a speaker with immediate feedback about what the speaker's communication means to the listener. The fourth chapter emphasizes listening to vocal sounds and watching for patterns of physical movement to discover clues about how persons are feeling. The fifth chapter discusses the separation of feelings from intentions, and the sixth chapter helps develop the capability to speak personal meanings clearly and directly, and considers how habit sabotages efforts to do this. The seventh chapter discusses how to build quality relationships. Seeking understanding from others, listening for meanings, translating and communicating meanings, self-disclosure, giving and receiving feedback, and nonverbal relationship messages are all discussed as elements related to building quality relationships. The eighth chapter contains strategies for dealing with criticisms and conflict, and the ninth chapter discusses the process of freeing ourselves from the grip of habit, and to exercise powers of choice when practicing the concepts outlined in this book. (LLL)

ED 346 383 CG 024 292

Faaborg, Beverly Parks; Faaborg, Tony
You Can Survive College - We Did: A Guide for Kids and Their Parents.
PUB DATE- 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adjustment (to Environment); *College Environment; College Housing; *College Students; Communication Skills; Grades (Scholastic); Graduation; Higher Education; Learning Strategies; Mental Health; Parent Child Relationship; *Parents;

finding your personal space, circles, and an unusual day in the life of a peer listener. Activities in chapter 9, "Making Choices," include dealing with puzzling decisions, and using all your skills. The tenth chapter contains a post-test on the Peer Listening Inventory, and a closing ceremony. (LLL)

ED 346 400   CG 024 309

McLaughlin, Miriam Smith; Hazouri, Sandra Peyser
TLC Tutoring Leading Cooperating: Training Activities for Elementary School Students.
PUB DATE- 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperation; Elementary Education; *Elementary School Students; Helping Relationship; Interpersonal Competence; *Leadership; Peer Relationship; *Skill Development; *Tutoring

This book contains a set of activities designed to help elementary school students learn the skills of tutoring, leading, and cooperating. The training activities presented in this book are intended to help students with their interpersonal relationships, as well as prepare them for a variety of helping roles. An introductory section defines the concepts of tutoring, leadership, and cooperation for students and explains to them how to begin creating a friendship album (a record of the student's work as a peer friend) and to keep track of their reactions to all of the learning experiences in the program. Activities are organized under the headings of Knowing Ourselves, Communication, Feelings, Working with Others, Tutoring, and Service to Others. Each individual activity provides information on the purpose of the activity, materials needs, procedures to follow, and instructions for what to add to the friendship album. Some activities also contain notes for leaders (adult teachers or counselors). A closing section describes how to end the peer class, and this is followed by additional information for leaders. (NB)

ED 346 401   CG 024 310

Croom, Margaret Hodges
The Counselor Education Program at the University of Texas at Austin. A Follow-Up Study.
PUB DATE- May 91
NOTE- 45p.; Master of Education Report, University of Texas at Austin.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Counselor Training; Followup Studies; *Graduate Study; Higher Education; *Program Evaluation

The Counselor Education Program at the University of Texas at Austin was designed to provide, through didactic learning, individuation, and various experiental activities, the opportunity for each student to achieve the greatest possible development of the knowledge, attitudes, and skills that characterize a Master's degree level professional counselor. This study was conducted to determine the effectiveness of the

Before any type of prevention program can be implemented, mental health professionals must not only master basic HIV information, but must become comfortable talking about sex with their patients. (NB)

ED 346 420 CG 024 329

Inderbitzen-Pisaruk, Heidi
Agreement between Adolescent's Self- and Peer-Report of Social Behavior.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Congruence (Psychology); Grade 9; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Peer Evaluation; *Self Evaluation (Individuals); Sex Differences; *Social Behavior

Theoretical models of social competence suggest that a necessary component of performing socially skillful behavior is the ability to accurately self-monitor the impact of one's behavior and to use this feedback to make adjustments in behavior. These models suggest that less socially competent adolescents may not accurately evaluate the impact of their behavior. This study was conducted to examine the degree of concordance between self- and peer-evaluations of specific social behaviors for liked and disliked ninth graders (N=110; 76 females, 34 males) from two junior high schools. Students completed self- and peer-evaluations of 40 behaviors and a sociometric questionnaire on which students nominated three most liked and least liked peers. The results of data analysis provided some support for the hypothesis that less socially competent adolescents are less accurate in their self-perceptions than are more socially competent adolescents. There was a significant amount of variability among the concordance rates for specific behaviors, perhaps suggesting differences in the saliency of certain social behaviors. Gender differences in the rank order of item agreements were found, suggesting that specific behaviors are differentially more or less salient for each sex. Overall, there was better agreement between self- and peer-reports for females than for males. (NB)

ED 346 421 CG 024 330

Conant, Larry
Characteristics of Facilitative Learning Environments for Students at Risk.
PUB DATE- Jul 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Dropout Prevention; *Dropouts; *High Risk Students; High Schools; High School Students; *Nontraditional Education; *Potential Dropouts; *Self Esteem; Teacher Role; Teacher Student Relationship

Because at-risk students may feel alienated from school, educational reforms may be useful that make school a more supportive place. While many students identified as "at-risk" may drop out of high school, many others could be better

A useful framework for literature-based instruction is the curriculum related literature unit which provides a total resource for content area teaching. Such a unit could be based on the science curriculum, "Exploring the Solar System," and could be developed thematically through topics of space or the solar system. The teacher's initial step is to create a collaborative graphic plan or organizer for a satellite display synthesizing the students' prior knowledge, reading text, literature, and curriculum goals. This organizer or mapping becomes the key to the selection of books and planning of literature activities. A unit can be organized to include science, math, social studies, and language arts content through development of research reports, time lines, distance calculations, creative writing, and drama and art projects. Class activities and suggested books demonstrate how, in the music classroom, music appreciation and skills are taught and learned in this unit design in concert with the arts of language and other curriculum areas. Whether the point of departure in developing a teaching unit at any level is a specific subject, book title, or current interest, webbing the unit themes within all areas of language and learning emerges as a whole language approach in instructional concert, interweaving impressive and expressive language within the context of literature. (Twenty-eight references are attached.) (RS)

ED 346 441 CS 010 965

Sanacore, Joseph
Emerging Literacy: An Important Whole Language Concern.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; *Dramatic Play; Individual Development; Play; Primary Education; Reading Aloud to Others; *Whole Language Approach; Young Children
IDENTIFIERS- *Emergent Literacy

Emerging literacy is a vital concern not only for whole language enthusiasts but also for all concerned with helping each child extend his or her individual literacy development. By avoiding a traditional, behavioristic, reductionist, readiness-oriented classroom, the primary school teacher provides a greater opportunity for creating a natural learning environment. Such an environment supports children's emerging literacy by highlighting developmentally appropriate activities related to the importance of play. This play-oriented context sends a message to children that the teacher understands and respects who they are and also values what they can do. With this foundation established, the teacher can extend play in specific ways to promote children's individual literacy learning. Sociodramatic play, dramatic activities, shared reading, reading aloud, and immersion are only a sampling of the creative ways in which a caring, knowledgeable teacher can support children's individual literacy learning. These and other developmentally appropriate activities must be a major part of the primary school classroom so that children are free to grow and develop in natural ways. (Forty references are attached.) (RS)

ED 346 442 CS 010 966

in supported writing contexts was associated with a shift toward use of knowledge transforming strategies, improved story quality, and greater metacognitive knowledge of narrative text construction. For the two expert writers, whose stories already embodied characteristics inherent in a knowledge transforming approach to writing, the procedural facilitations served to refine existing competencies in constructing narrative text. (Two figures of data and 23 references are attached.) (Author/SR)

ED 346 460 CS 213 368

Mowery, Carl D., Jr.
Teaching Composition in Prisons: Methods and Materials.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Education; Higher Education; *Instructional Materials; Questionnaires; Teacher Student Relationship; *Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- Illinois; Kentucky; Maximum Security Facilities; Missouri; Teaching Research; Tennessee

A pilot study gathered information on materials and methods used by writing instructors teaching in prisons in Tennessee, Kentucky, Illinois, and Missouri via a questionnaire. The classes taught by the respondents were all at the college level, were sponsored by various universities and colleges, and all but two were taught at maximum security prisons. Responses indicated that: (1) instructors used a wide variety of handbooks or texts commonly found in college classrooms; (2) no course packets were used; (3) audio-visual aids were used often; (4) the most effective writing subjects were topics of immediate importance to the inmates; (5) standard prewriting activities were used; (6) rigid prison schedules interfered with a personal approach to teaching writing; (7) the inmate-students exhibited a wider variety of ability than one would expect to find on the college campus; (8) peer critiquing was successful in only one class--the only one that was coeducational; and (9) inmates were older and more experienced than most college students. A major difference between the prison and college classrooms was in the language used. One instructor permitted a certain amount of street talk in the all-male setting of his course but not in the students' written essays except as direct quotes in dialogue (the students accepted this without difficulty). Overall, it was found that some of the noticeable benefits of the writing programs to the inmate-students included increased participation in prison newspapers and creative writing activities. Four conclusions are drawn: (1) that the nature of the instructional material used has little effect on program or student success; (2) that the success of the programs largely depends upon support and encouragment of the school and prison administrations; (3) that instructors must make a genuine effort; and (4) that inmates also must be willing to make serious adjustments in their personal attitudes and outlooks. (RS)

ED 346 461 CS 213 370

plagiarism disputes involving students and scholars more fairly. The origins of literary property are found in ritual and religious drama. In classical Greece and Rome, literary property began to hold some value for the author. The advent of the printing press made a permanent change in the history of literary property because books could be circulated much faster and with much less effort. The first copyright act was passed in 1709 after important authors complained about literary piracy. Since "Donaldson v. Beckett" (argued before the British House of Lords in 1774), copyright law has tried to achieve a compromise between the right of authors to profit from their labors and the right of the reading public to have fair use of copyrighted material. Adam Smith contributed to the plagiarism debate by suggesting that ideas, as well as words, should be protected. The history of literary property shows that the main justification in the history of Western civilization for copyright is economic, and plagiarism has always been characterized as a type of theft. However, defining plagiarism as fraud makes the definition of plagiarism clearer and introduces the intentions of the criminal into the handling of plagiarism cases. Formulating a policy for handling plagiarism cases should include a discussion of other types of academic and literary fraud as well. (RS)

ED 346 478 CS 213 395

Savage, Gerald
Beyond Evangelism: Ideology and Social Responsibility in WAC.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Modes; Higher Education; *Ideology; *Writing Across the Curriculum; *Writing Attitudes; Writing Instruction
IDENTIFIERS- *Academic Discourse Communities; *Composition Theory

An unavoidably ideological frame of reference in Writing across the Curriculum (WAC) exists and an unavoidably political job must be undertaken if Writing across the Curriculum is to escape being the handmaiden to the so-called content disciplines. Despite this, many teachers who work in the field do not see their task as emerging from a distinct ideological framework. Writing instructors must understand the conceptions about the nature of writing that are held by professionals in various disciplines. Recently, a number of studies have centered on the texts and writing processes of such professionals. A survey looking at the past five years of two scientific and engineering journals demonstrates a lively interest in how to teach discipline-specific writing skills, and this paper relates that survey to the goals and values of Writing across the Curriculum. Writing is a social act manifesting ethical character, a way of making meaning, but these assumptions currently favored by many writing instructors may not be shared by teachers of other disciplines. Examples from engineering and chemistry educators show contradictory notions about writing. Writing instructors must promote an understanding of the ways knowledge is formulated not through systematic methods of extracting it from the world, but through social discourse, which is an ideological task. (Some sample comments about writing from other disciplines are appended.)

teachers think about composing, they must consider the impact of a given pedagogy on both male and female students. (Thirty references are attached.) (HB)

ED 346 496   CS 213 418

Communication K-6 (English). Interim Edition.
PUB DATE- 89
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Cooperative Learning; *Cultural Context; Curriculum Guides; Elementary Education; *English Curriculum; Foreign Countries; Integrated Activities; *Student Centered Curriculum; Student Evaluation; Whole Language Approach
IDENTIFIERS- Canada; *Northwest Territories

This document is the official guide for teaching English Language Arts in the elementary schools of Canada's Northwest Territories. It reflects a student-centered, process-oriented, integrated and culture-based approach. It emphasizes teaching language (whether it be English or aboriginal) in meaningful, interactive contexts and evaluating students on the basis of individual growth and development. The curriculum is designed to encourage the development of programs that broaden students' language range, provide opportunities for students to use new features of language in a variety of contexts, and above all, encourage students to be independent and confident language users. The curriculum identifies major understandings to be developed during the elementary years, but does not stipulate a sequence for their development. The guide's seven major sections are as follows: (1) Foundations; (2) The Approach; (3) The Curriculum; (4) In the Classroom; (5) Evaluation; (6) Implementation; and (7) Reference Material. A 17-item bibliography, a professional reading list containing 43 references, and a glossary of language terms conclude the document. (SR)

ED 346 497   CS 213 419

Carson, Jay
Recognizing and Using Context as a Survival Tool for WAC.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Program Attitudes; *Program Development; Program Evaluation; Program Implementation; School Administration; *Writing Across the Curriculum
IDENTIFIERS- *Robert Morris College PA

Although the writing-across-the-curriculum (WAC) movement has grown to be one of the most successful education reform movements in the United States, long-term strategies for sustaining WAC programs are needed and they must include

DESCRIPTORS- *Adolescents; *Community Attitudes; *Cultural Context; *Films; *Film Study; High Schools; High School Students; Media Research; *Popular Culture; Sex Stereotypes; Subcultures
IDENTIFIERS- 1980s; Cant Buy Me Love (Film); *Shopping Centers

This paper examines the portrayal of shopping malls in the films of the 1980s and attempts to "narrativize" the trend found between the films as the story of a subculture as it adopts and develops a belief system based on consumerism. The paper begins with an exploration of the evolution of the mall as a modern meeting place and center of social activity, particularly for teenagers. It discusses some of the films that focus on the lives of teens who spend much of their time at malls, including "Fast Times at Ridgemont High," "Valley Girl," "Can't Buy Me Love," "Night of the Comet," "Chopping Mall," "Phantom of the Mall," and "Bill and Ted's Excellent Adventure." The paper first examines the ways the mall's message of consumerism is shown infiltrating the lifestyle of the 1980s teenager through the extension and development of the "shopping mall high school" analogy, especially in mall montages. Next, the paper considers the films' more intimate psychological "appeals" to the teens in the form of "unlimited shopping" and predatory fantasy sequences, which suggest that the "consumerist discourse" of the dominant culture has successfully begun to exploit teen insecurities and desires. Finally, the paper examines how, by the end of the decade, mall "consumerism" is showing up in the way teens form relationships with each other, in particular showing how the construction of male-female relationships and high school "cliques" in "Can't Buy Me Love" is founded upon consumerist values. Fourteen references are attached. (SG)

ED 346 517   CS 507 833

Metzger, Janet G.; And Others
Just Say Coyote: The Use of (Ethnic) Narrative in Drug Abuse Prevention.
PUB DATE- Feb 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Community Attitudes; *Community Programs; *Cultural Background; *Drug Education; Elementary Secondary Education; Folk Culture; Health Education; Metaphors; *Multicultural Education; Program Descriptions; Social Attitudes; Story Telling
IDENTIFIERS- Health Communication; Texas (Lubbock)

This paper investigates the role of storytelling and other live performances in changing young people's attitudes toward drugs. In particular, it describes a program in Lubbock, Texas which brings anti-drug performances to classrooms and uses narrative forms derived from the folk culture of the audience (Anglo, Spanish, Hispanic, and Navajo). The paper describes a typical session for each type of training the program offers (drug education and multicultural drug education). It then analyzes the sessions in terms of health care issues: cultural conceptions of health, perceptions and beliefs about health concerns, and culturally appropriate strategies for preventive health. It is suggested that these narratives can create viable in that, both leakage cues and strategic cues were significantly related to deception. Implications for arousal and cognitive-demand effects on behavior are discussed, and limitations of the study and directions for future work are outlined. (Three tables of data are included; 27 references are attached.) (Author/SR)

ED 346 537 CS 507 867

Yingling, Julie
Children's Talk as Constitutive of Friendships.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Communication Research; *Friendship; Higher Education; *Interpersonal Communication; *Research Methodology; *Research Needs
IDENTIFIERS- Childrens Responses; *Conversation

Children's friendships are currently understood from a psychological perspective that focuses on the child's internal concept of friendship and how it develops. Very few scholars have directly examined how children's talk in the relationship influences the friendship or the perceptions children have of the friendship. A communicative perspective of children's friendships focuses on the communicative experience that informs cognitive transformations. The assumptions of an interactive focus include: (1) children talk friendships into existence; (2) children co-create friendship rules; and (3) children internalize friendship interactions to gradually form a model of friendship which then further structures interaction. Data to test such assumptions must come from naturally occurring friendships rather than limited choice school interactions, and must include observations of the friends talking as well as interviews of each friend about the talk. Quantitative analysis of coded interview responses may reveal characteristics of different types of friendships as well as the reciprocity of responses within friendships. Qualitative analysis of conversation transcripts may reveal patterns of talk describing relational rules and allow more global assessments of emerging dialectical tensions. A communication perspective of friendship demands time-consuming and labor-intensive research elements of design, data, and analysis. But such elements are more likely to lead to adequate descriptions of how peer relationships are formed and transformed over time by talk. (Forty-one references are attached.) (SR)

ED 346 538 CS 507 868

Basil, Michael D.
A "New World" of Media Effects.
PUB DATE- 23 May 92
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Elementary Secondary Education; Goal Orientation; Incentives; *Leadership; *Motivation Techniques; Organizational Climate; *Student Motivation
IDENTIFIERS- ERIC Digests

School leaders can generate student motivation by creating an atmosphere where academic success and the motivation to learn are expected and rewarded. Leaders can create a school culture conducive to learning by shaping the instructional climate and using activities and symbols to communicate goals. School restructuring that creates a positive psychological environment also influences student motivation. School leaders can create this environment by establishing policies and programs that: stress goal-setting and self-regulation, offer student choice, reward "personal bests," foster teamwork, and teach time management skills. A school's organizational structure is another influence, which can offer intrinsic rewards and enhance student autonomy. School leadership can also promote motivation by demonstrating a school value system that creates consensus around goals related to motivation and achievement. Lessons from the school leader's personal life and from noneducational settings can also be applied to education. Recognizing and rewarding success in all forms is important. (LMI)

ED 346 559 EA 023 975

The Elyria Schools First: An Initiative To Unleash a Community's Potential Empowering Children To Learn.
PUB DATE- Jan 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Cooperation; *Educational Planning; *Efficiency; Elementary Secondary Education; Institutional Mission; *Organizational Effectiveness; *Participative Decision Making; Productivity; School Business Relationship; Teamwork; *Urban Schools
IDENTIFIERS- Elyria City School District OH; Environmental Scanning; *Ohio; *Strategic Planning; Total Quality Management

Total Quality Management (TQM) is a process and strategy designed to improve an organization's effectiveness and efficiency. The Elyria Schools, named as Ohio's model urban school district in 1991, uses TQM to implement updated strategic goals through a process emphasizing teamwork, best knowledge, prevention, and commitment to continuous improvement. Benefits include reduced service costs, increased productivity, improved service levels, flexibility in meeting changing customer and environmental needs, improved communications, increased employee involvement and morale, decreased turnover, and increased community satisfaction. The Elyria Schools First Initiative, aimed at developing a collective vision and strategy for curricular and operational development through the 1990s, is based on trend forecasting; environmental scans and educational research findings; local reports of the economy, education, and the work force; state mandates; and business roundtable principles. A 47-member strategic planning task force comprised of classified activities, international understanding, and necessary support services. Section 3 elaborates on a conceptual approach to fund a standard education for Oregon students. The fourth section describes the implementation of a statewide system of accountability on the assessment of programs and the verification of standardization. Section 5 details observations and recommendations, and section 6 gives a summary, bibliography, and appendices. (41 references) (RR)

ED 346 579 EA 024 009

Statewide Survey of Virginia's School/Community Partnerships: A Description. 1990-1991.
SPONS. AGENCY- Virginia State Dept. of Criminal Justice Services, Richmond.
PUB DATE- 91
NOTE- 46p.; Produced by the Community/Classroom Connection Project. Given with the assistance of the Virginia Chamber of Commerce, Virginia Association of Chamber of Commerce Executives and the Virginia Department of Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Cooperation; Community Support; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; *School Business Relationship; *School Community Relationship; State Surveys
IDENTIFIERS- *Partnerships in Education; *Virginia

School/community partnerships have been promoted as an essential ingredient for educational reform in the United States. Before implementing the Community/Classroom Partnerships Project, a statewide survey was conducted in 1990 in Virginia to elicit information about school/community partnerships. The mail and telephone survey was administered to 133 school district superintendents, of whom 115 responded. The first part of the report provides a survey overview, and the second part summarizes responses to each of the 12 survey questions. Information is provided about partnership demographic characteristics, the kinds and length of involvement, origin, goals and outcomes, resources, and recommendations for improvement. Conclusions are that partnerships in Virginia are abundant, broadly defined, diverse, and viewed as related to school reform. Successful programs are well organized, and "Adopt-a-School" programs are most popular. With increasing demand for measurable results, monitoring and needs assessment plans are crucial. (LMI)

ED 346 580 EA 024 010

Virginia's School/Community Partnerships: A Resource Guide.
SPONS. AGENCY- Virginia State Dept. of Criminal Justice Services, Richmond.
PUB DATE- 90
NOTE- 83p.; A product of the Community/Classroom Connection Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Cooperation; Community Support; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Program Implementation; *School Business Relationship; *School Community Relationship; Volunteers; Volunteer Training
IDENTIFIERS- *Partnerships in Education; *Virginia

DESCRIPTORS- *Administrator Effectiveness; Administrator Role; High Schools; Intergroup Relations; *Interpersonal Relationship; Interprofessional Relationship; *Politics of Education; *Principals; *Teacher Administrator Relationship
IDENTIFIERS- *Micropolitics

This paper reports a portion of the data from a larger study designed to examine the high school principal's influence on the classroom behavior and thinking of teachers. Data were derived from semistructured interviews conducted with a selective sample of 6 principals and 33 teachers in a suburban school district in the southeastern United States. Coded into categories of issue, strategy, and tactics, the findings indicate that principals use four strategies and nine tactics in their attempts to influence teachers' perspectives related to specific classroom issues. The effectiveness of principals' influence on specific classroom issues--public relations, order, instruction, and learning--depends on their credibility with teachers. The findings are then discussed in terms of how principals' micropolitical strategies and tactics affect the credibility that teachers hold for their principals. Three tables are included. (32 references) (LMI)

ED 346 602 EA 024 048

Meyers, H. W.; Carlson, Robert
Roots, Trees, and the Forest: An Effective Schools Development Sequence.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Environment; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; *Institutional Characteristics; Outcomes of Education; *Program Development; Program Effectiveness; *School Effectiveness

Findings from a study that examined the implementation of an effective schools development process are presented in this study. The study was designed to track both implementation process objectives drawn from seven correlates of instructionally effective schools and student outcomes from 1988-90 in a small-city school district in a rural state. The case study involved interviews conducted in the first year with 205 teachers and 13 administrators (a 95 percent sample) and in the final year with 5 teachers and 7 principals, document analysis of student and school administrative process records, and assessment of pupil and school performance in relation to the seven effective schools characteristics in 1988. A follow-up study included a pre-post analysis of student performance and interviews with 45 teachers. Outcomes included improved pupil performance and attendance. With regard to equity, virtually no gains were made for low income children in schools with a high percentage of low income populations. Stakeholders' views of change focused on school climate, leadership, school mission, and home/school relationship. A conclusion is that linking school improvement strategies within schools builds synergy; overemphasizing one strategy diffuses energy and commitment. (19 references; 10 figures, 4 tables) (LMI)

ED 346 603 EA 024 050

NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Cognitive Processes; *Creative Thinking; *Creativity; Primary Education; *Resource Teachers; *Skill Development; *Special Programs
IDENTIFIERS- *Creative and Academic Thinking Skills Program TX

In the Creative and Academic Thinking Skills (CATS) Program, teachers who have been trained in developing higher-order and creative thinking skills go into early elementary classrooms to present lessons and provide followup activities. CATS integrates "gifted" materials and strategies into normal classroom activities. CATS lessons and teaching strategies focus on these cognitive processes: attribute finding, classification skills, problem solving, qualification skills, logical thinking, creative thinking, scientific process, analysis, and communication. Program benefits include: opportunities for students to develop higher-order and creative thinking skills; student exposure to energetic, highly motivated supplementary teachers; modeling of effective teaching of higher-order thinking skills; modeling of strategies for teaching creative thinking; better identification of those gifted/talented students who might qualify for future "pull-out" programs; etc. (JDD)

ED 346 622 EC 211 841

The Content Mastery Program: Carrollton-Farmers Branch Independent School District.
PUB DATE- 88
NOTE- 7p.; Part 5 of the six-part REACH (Realistic Educational Achievement Can Happen), Vol. II, Exemplary Program Practices Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; Mastery Learning; *Resource Centers; Special Education Teachers; *Special Programs; Teachers; *Teamwork; *Tutorial Programs

The challenge of providing appropriate education to learning-disabled students in the least restrictive environment led to creation of the Content Mastery Program. The program enables learning-disabled students to receive all major instruction in mainstream classrooms, through the cooperative effort of the classroom teacher and the special education teacher, referred to as a content mastery teacher. The program encourages student self-reliance and self-direction as students begin to take charge of their own learning. The content mastery teacher provides tutoring, drill, and alternative teaching methods for students on an "as needed" basis. Services provided by the Content Mastery Center include modified materials, study groups, monitoring student progress, and test-taking skills, study skills. The content mastery teacher plans with the regular classroom teacher to assure common learning goals, objectives, and content for each child. Supervision and training for the Content Mastery Program are provided by a special education support staff coordinator who offers guidance to both content mastery and classroom teachers. (JDD)

ED 346 623 EC 212 107

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; *Civil Rights Legislation; *Disabilities; Drug Abuse; Federal Legislation; *Intervention; Organizations (Groups); *Prevention; Resources; *Substance Abuse
IDENTIFIERS- *Americans with Disabilities Act 1990

This guide examines how the Americans with Disabilities Act of 1990 has focused attention on the issue of the relationship between disabilities and the increased risk for alcohol and other drug problems. A number of reasons for increased risk of drug use in individuals with disabilities are discussed, such as medication use, health concerns or chronic pain, peer group differences, fewer social supports, and enabling of alcohol and other drug use. Disability categories identified as at risk for alcohol and other drug use are examined, including attention deficit disorder, blindness and visual impairments, deafness and hearing loss, hidden disabilities, learning disabilities, mental illness, mental retardation, mobility limitations, and traumatic brain injury. The guide then cites needs in the area of drug abuse prevention for this population, including research, access to appropriate prevention information, early identification of problems, and access to appropriate treatment. Activities that can address these issues are noted. The distinction between use, abuse, and dependence is explained. A list of 16 materials available from the Resource Center on Substance Abuse Prevention and Disability is provided. (13 references) (JDD)

ED 346 644 EC 301 255

Disability and the Family: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Dec 91
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Disabilities; Drug Abuse; *Family Influence; *Family Relationship; *Intervention; Organizations (Groups); *Prevention; Resources; *Substance Abuse

This leaflet examines alcohol and other drug abuse prevention in individuals with disabilities and the influence of the family. It points out the family's potential negative reactions to a disability and reasons why a person with a disability uses alcohol or other drugs. Prevention guidelines for families are provided, such as expressing concerns in a caring but firm way and encouraging the child with a disability to become involved with a peer group. Four commonly held myths about individuals with disabilities and their families and the impact of drug use are noted and dispelled with factual information. Six organizational resources and three references are listed as sources of more information. (JDD)

ED 346 645 EC 301 256

DESCRIPTORS- Change Strategies; *Consultation Programs; *Disabilities; Elementary Secondary Education; Interpersonal Communication; Interpersonal Competence; *Participative Decision Making; Program Implementation; *Regular and Special Education Relationship; Special Education Teachers; Teacher Role; Teamwork

This paper presents specific strategies to assist collaborative consultation efforts by educators of students with disabilities. First, a definition of collaborative consultation is offered and advantages of this approach identified. Next, essential skills and strategies to gain acceptance and establish credibility in collaborative situations are examined. Essential skills include familiarity with both regular and special education programming and good interpersonal communication skills. Specific strategies for consultants include treating others with respect, sharing information about one's own skills, using appropriate language, modeling appropriate listening skills, modeling interview skills, giving and receiving feedback, and exercising situational leadership. Finally, a list of eight steps for initiating and carrying out collaborative consultation is offered. Steps include establishing the relationship, gathering information, identifying the problem, stating the target behavior, generating intervention strategies, implementing the intervention, evaluating the intervention, and withdrawing from the consulting relationship. (22 references) (DB)

ED 346 662 EC 301 274

Engdahl, Brian
Computerized Adaptive Assessment of Cognitive Abilities among Disabled Adults.
PUB DATE- 17 Aug 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Adults; Aptitude Tests; *Cognitive Tests; *Computer Assisted Testing; Head Injuries; Language Skills; Males; *Mental Disorders; Neurological Impairments; Participant Satisfaction; Spatial Ability; Substance Abuse; *Test Format; Testing

This study examined computerized adaptive testing and cognitive ability testing of adults with cognitive disabilities. Adult subjects (N=250) were given computerized tests on language usage and space relations in one of three administration conditions: paper and pencil, fixed length computer adaptive, and variable length computer adaptive. Subjects were classified into primary disability categories: medical, mentally ill, chemically dependent, brain injury, and no disability. Forty percent of subjects had multiple diagnoses, half of them with both chemical dependency and mental illness. Only three percent were female. Ages ranged from 20 to 76 years. Subjects taking the computerized forms perceived the tests to be easier, faster, more easily read, and more enjoyable than those taking the paper and pencil tests. Test time was shortest under the variable length condition. The mentally ill subjects took longer to complete computerized testing than other subjects. There were no differences in subject satisfaction with the test as a function of ability. Two factors emerged from factor analysis, the first comprising verbal abilities, math and

DESCRIPTORS- *Diabetes; *Diseases; Elementary Secondary Education; Health Needs; Mainstreaming; *School Health Services; Social Integration; Student Adjustment
IDENTIFIERS- *Maryland

These guidelines are intended to aid Maryland teachers in managing the child with diabetes in the classroom. After a brief description of juvenile onset diabetes, information is provided on signs and symptoms of diabetes, general management, recognition and treatment of hypoglycemia, treatment, other recommendations, recognition and treatment of diabetic ketoacidosis, and ways to help the child adjust to school. Meeting the child's special needs while treating him/her as much as possible like the other children in the class is stressed. (DB)

ED 346 682 EC 301 297

Role of the School Nurse.
PUB DATE- 12 Apr 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Health Education; Interdisciplinary Approach; *Nursing; *School Health Services; *School Nurses; *Special Health Problems; *State Standards
IDENTIFIERS- *Maryland

These guidelines on Maryland school nursing are based on recommendations of a Maryland committee composed of representatives from state and local health and education agencies, schools of nursing, the Board of Nursing, Maryland State School Health Council, directors of nursing, and a physician. The standards established by the American Nurses Association and the National Association of School Nurses were also used as a basis for this document. The document delineates the role of the school nurse in these areas: theory and knowledge; program management; nursing process (including assessment, nursing diagnosis, planning, implementation, and evaluation); interdisciplinary collaboration; health education; professional development and conduct; community health systems; and research. A glossary of 17 related terms is provided. Recommendations of the committee include: (1) reactivate the committee and review impact of the document at the end of the 1992 school year; (2) use the document as a basis for practice and the development of job descriptions; and (3) encourage schools of nursing to develop and provide credit courses related to school nursing. (DB)

ED 346 683 EC 301 298

Guidelines for Medication Administration in Schools.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Drug Education; *Drug Therapy; *Drug Use; Elementary

essential visual skills) within the individual learner. A distinction is made between sight and vision with vision involving the entire person and his/her learning experiences The first chapter examines "The Dynamics of the Developmental Sequence from a Behavioral Perspective." It examines the relationship of visual perception and motion. The second chapter is titled, "The Stellar Elements of the Learning Process from a Developmental Perspective." It details seven levels of the learning process with varying visual, manual, and language components. Chapter 3 is "Understanding the Sight-Vision Complex from A Developmental Perspective". It considers visual aspects of learning and evaluates a 1972 policy statement by several ophthalmology and pediatrics associations. Chapter 4, "Identification of Difficulties in the Learning Process from a Developmental Perspective," looks at labels in special education and concepts necessary for success in math courses in the context of manual-visual and visual-spatial development. Chapter 5, "The Appraisals of Learning Abilities from a Developmental Perspective," offers guidelines for evaluation of visual perception skills. The final chapter, "Back to Basics," offers specific suggestions for remediating manual and visual skills. Appendices present federal definitions of learning disabilities and support for optometric visual training. (40 references) (DB)

ED 346 702   EC 301 317

Petty, Debra Martin; And Others
Critical Issues in Supported Employment.
SPONS. AGENCY- Tennessee State Developmental Disabilities
  Planning Council, Nashville.
PUB DATE- Oct 91
NOTE- 64p.; For related document, see ED 334 747.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Developmental Disabilities; *Disabilities;
  *Employment Opportunities; Financial Support; Long Range
  Planning; Opinions; Severe Disabilities; Social Integration;
  *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- *Tennessee; *Tennessee Initiative on Employment

This report presents results of focus groups which addressed critical issues identified by a Tennessee study as creating the greatest barriers to the expansion of quality supported employment for persons with disabilities. After an initial introduction, a section explains the interagency Tennessee Initiative on Employment (TIE) in which 20 agencies and organizations are demonstrating integrated employment for persons with developmental disabilities. Facts and statistics about Tennessee's supported employment program are summarized next. Results of the focus groups (of parents, advocates, consumers, employers, and service providers) are then summarized for the three critical areas: (1) building consensus and participation in supported employment; (2) establishing long-term funding for supported employment; and (3) developing supported employment opportunities across disabilities (including individuals with the most severe disabilities). Presented in chart form is the TIE Action Plan for promotion of integrated employment for persons with severe disabilities. This chart identifies objectives and strategies, tactics, the parties involved, and a time frame. (DB)

ED 346 703   EC 301 318

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Measures; Behavioral Objectives; *Competency Based Education; *Curriculum Development; Entry Workers; Formative Evaluation; *Instructional Development; Instructional Materials; Job Analysis; Job Performance; Job Skills; Needs Assessment; Pretests Posttests; Self Concept; Summative Evaluation; *Systems Approach; Task Analysis; Training Methods
IDENTIFIERS- *Systematic Curriculum and Instructional Develop

To provide structure for developing curriculum for Competency Based Education (CBE), an effective and efficient model, Systematic Curriculum and Instructional Development (SCID), has been devised. SCID has five phases: analysis, design, development, implementation, and evaluation. Each of 23 components involves several steps, some optional. Phase 1 may involve needs analysis, job analysis, task verification, and task analysis. In Phase 2, task performance information collected during analysis is used to specify the job skills, knowledge, and attitudes the program will develop in the learner. During this phase, decisions are made regarding the appropriate training settings, entry-level qualifications, and the sequencing of learning objectives. Phase 2 concludes with the preparation of a training plan. Phase 3 results in the production, review, and revision of instructional materials. Implementation involves putting the education or training program into operation. After pretesting, the training is conducted as planned and learner performance is evaluated with progress and posttests. Phase 5 gathers data on the overall instructional process, program outcomes, student follow-up data, worker productivity data, and cost-effectiveness data, to conduct a summative evaluation. (A SCID diagram and SCID systems approach summary are included.) (NLA)

ED 346 251   CE 061 252

Elson, Donald E.; And Others
Strategies for Linking Planning and Evaluation in Vocational and Technical Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 30p.; For related documents, see ED 336 513 and ED 336 566.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Educational Administration; *Educational Planning; Educational Research; Postsecondary Education; *Program Evaluation; Secondary Education; State Programs; Statewide Planning; Surveys; Technical Education; *Vocational Education

A project investigated strategies that facilitated linkages between planning and evaluation as well as articulation across secondary and postsecondary levels in vocational education. The methodology included a literature review, two surveys of states regarding the linking of planning and evaluation, and analyses and examples from three case studies conducted in a western, a midwestern, and an eastern state. Survey data revealed five structures accounting for the majority of state administrations: (1) separate secondary and postsecondary boards linked primarily by funding; (2) combined administration under one vocational division; (3) separate vocational, secondary, and higher education divisions; (4) separate

Making the Connection: Coordinating Education and Training for a Skilled Workforce. A Report on the Proceedings of the National Conference for State Leaders (Washington, D.C., July 8-10, 1991).
PUB DATE- Jul 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Vocational Education; *Cooperative Programs; Coordination; Delivery Systems; *Education Work Relationship; Employed Parents; Human Capital; Human Services; Job Training; *Labor Force Development; Role Models; State Programs; *Statewide Planning
IDENTIFIERS- Georgia; Illinois; New York; Oregon; Texas; Wisconsin

The following presentations are included in this document: "A Nation of Students" (Lamar Alexander); "Businesses Are Clamoring for Skilled Workers" (Betsy Brand); "We Need to Be Partners in Reality" (Roberts Jones); "The Value of a Working Parent as a Role Model" (JoAnne Barnhart); "Human Capital Is America's Most Natural and Vital Resource" (Steve Gunderson); "Presentation--Commonalities and Distinctions among Education, Training, and Human Service Programs" (Christopher King); "Challenges and Opportunities for Coordination" (panel presentation, Patricia McNeil, moderator); "Interactive State Team Sessions" (a discussion of coordination issues and policy needs by state leaders of vocational-technical and adult education, Job Training Partnership Act, and Job Opportunities and Basic Skills Program agencies); "Selected Participant Comments"; and "Toward a Seamless Delivery System" (Betsy Brand). Six appendices include presentations on state projects: "Successful Coordination in Georgia: The Family Support Act Committee and Local Coordination Act Councils" (Douglas Greenweld, Louise Eighnie-Turner); "Successful Coordination in Illinois: Project Chance/Jobs" (Karen Maxson, Noreen Lopez); "Successful Coordination in New York: Adult Centers for Comprehensive Education and Support Services/Counseling, Assessment, and Support Services for Education and Training" (Robert Poczik, Gail Sandle); "Successful Coordination in Oregon: BASIS (Basic Adult Skills Inventory System)" (J. D. Hoye and others); "Successful Coordination in Texas: Texas Quality Work Force Planning" (Mark Butler and others); and "Successful Coordination in Wisconsin: Job Center Network" (Mary Thompson, Marty Lee). (NLA)

ED 346 268 CE 061 277

Autobody Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 13p.; For related documents, see CE 061 278-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; *Behavioral Objectives; Competence; Competency Based Education; *Job Analysis; *Job Skills; Motor Vehicles; Occupational Information; *Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in autobody education and training in the United States included better information on careers and career preparation, clearer pathways to careers, and improved methods for determining, teaching, and assessing skills necessary for success in the workplace. (Appendixes include a list of 13 sources and a tour itinerary.) (YLB)

ED 346 287   CE 061 303

State Initiatives for School and the Workplace.
PUB DATE- 91
NOTE- 142p.; For a related document, see CE 061 302.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Guidance; Corporate Support; *Curriculum Development; Educational Finance; *Educational Improvement; Educational Research; *Education Work Relationship; Employment Potential; Job Skills; Job Training; *Labor Force Development; National Surveys; School Business Relationship; Secondary Education; *Staff Development; *State Programs; Statewide Planning; Vocational Education

The Survey on State Initiatives to Improve School and Workplace Learning asked state education agencies (SEAs) a series of questions about activities in their states. The questions were grouped around several important aspects of the connection between school and employment. Forty-seven states and U.S. territories returned completed surveys. Most SEA responses indicated that current efforts to identify and assess work readiness skills focused on those skills required for specific jobs. A considerable number of states explained they were in the early stages of curriculum reform for emphasizing student preparation for employment. Several states noted that guidance and counseling were required or available; no evaluation of the effectiveness of the current guidance approaches was mentioned. Most states responded to questions about incentives by the SEA to local education agencies or schools to improve employment readiness by pointing to monies made available for Tech Prep under the Perkins Act. In addition to the typical examples of annual conferences, regional workshops, or inservice training days focused on improving student preparation for employment, the Perkins Act was most frequently associated with SEA staff development efforts. Incentives provided to employers to prepare youth for employment were few. (Appendixes include a compilation of programs in the states where at least one-fourth of student instruction occurs in the workplace and a list of 12 references.) (YLB)

ED 346 288   CE 061 304

Witherell, Nancy
A Volunteer Literacy Program: Problems in Volunteer Tutor Recruitment, Training and Retention.
PUB DATE- May 92
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (37th, Orlando, FL, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Educational Finance; *Literacy Education; *Problems; Program Improvement; Recruitment; Teacher Persistence; *Tutors;

(Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Developed Nations; Educational Development; *Educational History; Educational Principles; *Educational Theories; Experiential Learning; Feminism; Foreign Countries; Humanities; Interdisciplinary Approach; Labor Education; Political Influences; Psychology; Sociology; Vocational Education
IDENTIFIERS- *West Germany

This monograph offers insight into the development of the conceptual basis, scholarly inquiry, and professional practice of adult education in West Germany from the end of World War II to the German reunification. Introductory materials are an "Introduction" (Wilhelm Mader) and "Translator's Note and Acknowledgements" (Martin Haindorff). Three papers in Part I deal with three core professional domains: "General Adult Education" (Erhard Schlutz); "Vocational Development" (Wilfried Voigt); and "Adult Education as a Vocation: Lay Job or Profession?" (Roswitha Peters). The two papers in Part II connect political emancipation and adult education: "Feminist Target Groups as a Form of Work" (Wiltrud Gieseke) and "Labour Education" (Wolfgang Hindrichs). Part III examines the relationship of adult education with other "sciences": "The Importance of Sociology for Further Education" (Wilke Thomssen); "Education Science and Adult Education" (Erhard Schlutz, Wilfried Voigt); and "Psychology and Adult Education" (Wilhelm Mader). Part IV explores three theoretical approaches: "Education Science and Adult Education: Theses for a Critical Relationship" (Herbert Gerl); "Experiential Approaches in Adult Education" (Guenther Holzapfel); and "The Biographical Approach to Adult Education" (Peter Alheit). An appendix includes four items by Martin Haindorff: "Ausbildung, Fortbildung, Weiterbildung"; "Bremen's Legislation on Continuing Education and Its Historical Background since 1970"; "University of Bremen: Requirements, Courses, Examination Regulations"; and a 213-item "Annotated Bibliography." (YLB)

ED 346 307   CE 061 370

Bloom, Howard S.; And Others
The National JTPA Study: Title II-A Impacts on Earnings and Employment at 18 Months. Executive Summary.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 92
NOTE- 43p.; For a related document, see ED 320 010.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adults; Blacks; Dropouts; Employment Level; *Employment Programs; *Federal Programs; Females; *Job Training; Males; *Out of School Youth; Postsecondary Education; *Program Effectiveness; Wages; Whites
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA

A study was made of the impact of Job Training Partnership Act (JTPA) Title II-A on the earnings and employment of four target groups (adult women and men and female and male out-of-school youth) over the first 18 months after random assignment to a treatment group that had access to the program or a control group, which did not. The study involved 17,000 JTPA applicants throughout the country from November 1987 through September 1989. Follow-up interviews were conducted at least 18 months after assignment to one of the groups. Some of the findings were the following: (1) JTPA Title II-A had generally positive effects on the earnings and employment of adults in the study

*Vocational Education
IDENTIFIERS- *Latinos; *Massachusetts

The reported participation rates and status of Latinos in vocational-technical education programs approved by the Massachusetts Board of Education were reviewed. The study was restricted to persons in grades 9-12 during the 1990-91 school year. Fifteen members of a panel were also interviewed regarding their understanding of Latino experiences in the state's vocational education system. Panel members were familiar with various aspects of public schooling and vocational education. Findings indicated that a large number of Latino students were enrolled in various kinds of vocational technical education programs and schools. Interviewees reported potential problems in recruiting Latinos, e.g., tracking of students of color into lower-skilled curriculum paths and a community perception of vocational education as a "dumping ground." Very few Latino students were enrolled in postsecondary and postgraduate vocational education programs. Interviewees reported a high degree of dissatisfaction regarding the number of Latino or bilingual personnel. Topics for further examination were suggested, including increased recruitment and retention of Latino students, increased number of Latino staff members and role models, effective measurement of the status and assessment of Latino students' needs, increased parental and community participation in vocational education, and use of vocational education to teach appreciation of a multicultural learning environment. (19 endnotes) (YLB)

ED 346 326 CE 061 416

Mulder, Martin; Engels, Otto
Approving Job Profiles for Curriculum Profiles in Health-Care Programs. A Study on Process and Product Quality.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; *Curriculum Development; Educational Research; Employee Attitudes; Foreign Countries; *Job Analysis; Job Skills; Occupational Information; Postsecondary Education; *Program Validation; Secondary Education; Summative Evaluation; Teacher Attitudes; *Validity

A study evaluated the approach used for validation of job profiles for curriculum development in three health care programs in the Netherlands: dietetics, podotherapy, and activity therapy. It also evaluated the quality of these job profiles and the relation between process and product quality. The validation approach used was a practical application of a small group strategy that consisted of three parts: information, deliberation, and consensus. Data were used from three cases. In these cases, 12, 10, and 11 persons with health care institutions or educational institutions were present. Six questionnaires collected data on the following: (1) personal characteristics, motives and expectations, the information document, and the draft job profile; (2) opinions on issues and expected consensus; (3) communication rules; (4) the decision-making process; (5) consensus on components of and opinions on the quality of the validated job profile; and (6) evaluation of

PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Cooperation; Curriculum Development; Educational Quality; Higher Education; High Schools; Individualized Instruction; *Instructional Improvement; Lifelong Learning; Professional Development; Program Administration; *Program Improvement; School Business Relationship; Technological Advancement; *Vocational Education

Higher education's priorities during the next decade for the improvement of secondary and higher vocational education programs were identified. The Delphi technique analyzed a national sample of six vocational education leaders. The respondents, former American Vocational Association presidents, identified 38 priorities higher education should set to improve vocational education. The participants reached a strong degree of consensus on 11 statements, which fell into 2 categories: instruction and administration. Five statements fell into the instructional category: (1) incorporate modern technology; (2) stress lifelong learning; (3) emphasize students rather than programs; (4) expand career education programs; and (5) develop quality standards for all vocational classes. Six statements fell into the administration category: (1) develop a more positive view of vocational education; (2) require professional development; (3) emphasize collaboration; (4) encourage flexible vocational curriculum; (5) increase business and industry support; and (6) reduce vocational education myths. Higher education must take an active role in supporting vocational education through public relations, research and instructional delivery. A renewed commitment must be made to vocational education, calling for the integration of past tendencies and commitment with current issues and trends. (12 references) (NLA)

ED 346 345 CE 061 479

Tibbitts, Felisa
Private Sector Involvement in the Job Training Partnership Act.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Programs; Corporate Support; Disadvantaged; Employment Programs; Employment Services; Federal Legislation; *Incentives; *Job Training; Low Income; *Participation; Postsecondary Education; *Private Sector; Program Effectiveness; Remedial Instruction; *School Business Relationship; Secondary Education; *State Programs; Statewide Planning; Unemployment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Massachusetts

The Massachusetts Council on Vocational Education surveyed private sector members of the 15 Regional Employment Boards (REBs) or Private Industry Councils regarding involvement in the Job Training Partnership Act. The survey targeted members of business and industry, but not labor representatives. The rate of return was 41 percent; findings were based on 89 completed questionnaires. The majority of REB members reported some significant involvement with all 15 listed activities, an indication of active and effective committee work. A high level of involvement reported for contact with the business community activities. Activities involve a variety of instructional strategies, several involve reading aloud sections from children's literature, and some include experience sheets for the teacher to duplicate and give to the students. Most activities conclude with a list of open-ended discussion questions and the recommendation that students be encouraged to talk about what they have learned. Many of the questions are formulated to elicit higher-level thinking in the students. (NB)

ED 346 364 CG 024 270

Akin, Terri; And Others
Creating Success! A Program for Behaviorally and Academically At-Risk Children.
PUB DATE- 90
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Child Development; Decision Making; Elementary Education; Elementary School Students; *High Risk Students; Problem Solving; *Self Esteem; *Skill Development; Stress Management; Success

This document presents a program designed especially for behaviorally and academically at-risk children in kindergarten through sixth grade. It includes a collection of experiential activities that provides ways to infuse the elements of success into the regular classroom curriculum. Eight developmental areas are targeted: (1) expressing feelings; (2) developing self-awareness; (3) dealing with stress; (4) learning responsibility; (5) problem solving and decision making; (6) developing respect for self and others; (7) appreciating differences; and (8) resolving conflicts. The introductory sections of the book explain the program; suggest additional readings for educators; and describe how to lead a sharing circle, the unique small-group discussion process that is used to promote teacher-student and student-student interaction. The program uses instructional strategies that target many learning styles. Included are activities involving art, music, writing, experiments, drama, and literature. Activities are included which encourage students to work in pairs, small groups, and individually. Students' higher-level thinking skills are challenged through simulations, role plays, problem-solving activities, and in the context of discussions for which questions are provided at the conclusion of many activities in the book. (NB)

ED 346 365 CG 024 271

Finney, Susan
TOGETHER I CAN: Increasing Personal Growth and Creating Lifelong Learners through Cooperative Learning.
PUB DATE- 91
NOTE- 196p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Elementary School Students; Elementary Secondary Education; *Individual Development; *Lifelong Learning; Secondary School Students

Physical Health; Study Skills

This book presents practical ideas related to the college experience for college-bound students and their parents. The first chapter discusses tying up loose ends. College applications, starting a file, doing laundry, taking care of medical needs, and graduation gift ideas are included. The second chapter discusses insurance needs, and the third chapter investigates housing possibilities. The fourth chapter discusses semester breaks and summers. Moving back home, employment, when friends meet parents, when parents visit campus, and issues related to staying away from home over break are examined. The fifth and sixth chapters discuss making the grade. Keys to success, strategies for note-taking, time management, learning styles, where to study, types of classes, and attitude are discussed. The seventh chapter examines switching majors and colleges. Knowing the consequences, transferring credits, telling parents, and long-term effects are discussed. The eighth chapter focuses on several serious problems that can develop while in college. Physical health, rest and relaxation, homosexuality, cults, alcohol and other drugs, campus violence, and crisis services are discussed. The ninth chapter promotes devising a scheme to keep the communication lines open with parents while away at school. The tenth chapter focuses on graduation from college. Updating the file folder, insurance and money matters, and temporarily returning home while job-seeking are discussed. (LLL)

ED 346 384 CG 024 293

Sigmon, Scott B.
Cognitive Behavior Therapy with a School Phobic Kindergartner.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; Case Studies; *Cognitive Restructuring; Family Counseling; Kindergarten; *Kindergarten Children; Positive Reinforcement; Primary Education; *School Phobia

This case is about a 6-year-old boy, Bobby, who during an apparently successful kindergarten year suddenly began to have great difficulty attending school. The boy had a definite aversion to school unless at least one of his parents was present and even then he had much trepidation over entering his kindergarten classroom. The situation had both of his parents upset which impacted adversely on Bobby. Yet Bobby stated strongly that he wanted to attend school. Bobby was observed in kindergarten with a parent present and he participated fully and seemed rather happy. Bobby had developed an intense fear of family abandonment. The case was handled through a cognitive behavior therapy orientation that involved both changing reinforcement schedules and the utilization of cognitive self-control. A treatment plan was developed and implemented in which rewards were contingent upon behavioral objectives being achieved. Two positive reinforcements were used, at first continuously, and then changing them to decreasing fixed intervals. With the behavioral work which greatly involved positive reinforcement completed successfully, a purely cognitive treatment approach was implemented. It was obvious through the way Bobby generally conducted himself in school as well as what he said that he was growing rapidly in self-efficacy. Bobby began first grade without incident. (ABL) program in meeting this intended objective. Graduates from 1981 through 1990 were sent questionnaires with which to evaluate the program and offer suggestions for improvement. Findings from the 19 graduates of the program that sent usable responses (out of a total of 43 surveyed) were analyzed. It was found that 63% of the respondents agreed that the overall objective of the program had been met. In the five areas of the program--contextual care courses, population characteristics, specialization, and research--only the contextual area did not receive a favorable majority vote. The criticism of this area was that the contextual courses were not relevant to all the needs of the students, specifically those on the higher education track. All of the core courses were believed to have contributed to the overall objective of the program. Seventy-nine percent of respondents felt that they were prepared for employment after completing the program; no one reported feeling unprepared. (NB)

ED 346 402 CG 024 311

Wolfe, Raymond N.; Grosch, James W.
Negative Relationship between Achievement in High School and Self-Concept in College.
PUB DATE- Apr 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Higher Education; High Schools; *Self Concept

Social learning theory implies that there should be a significant positive relationship between academic performance and self-concept and outcomes of recent meta-analyses support this prediction. While path-analytic studies of high school samples in the 1960s and 1970s demonstrated that ability and achievement each made a small positive contribution to self-esteem, more recent data from 1986 showed that ability and achievement yielded small negative relationships with self-esteem. This issue was addressed by examining the high school and college records (cumulative grade point average, Scholastic Aptitude Test scores, average high school grade) of 162 college students in 1988 and 193 college students in 1989. Subjects completed personality scales; measures of optimism, self-efficacy, objectivism, self-monitoring, and need for cognition; measures of negative affect (1988 sample); and measures of constructive thinking and positive affect (1989 sample). The findings revealed that cumulative grade point average in college was unrelated to the personality measures in both samples. In the 1988 sample, a negative affect factor and the variables defining it were associated with having earned good grades in high school. In the 1989 sample, a constructive thinking factor and the variables defining it correlated negatively with having earned good grades in high school. (NB)

ED 346 403 CG 024 312

Martin, Jennifer Fay; And Others
Adult Children of Alcoholics and Their Family Roles: A Comparison of Incarcerated and Non-Incarcerated Adult Children of Alcoholics.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Convention of the

described as "pushouts." These students may desire to stay in school and graduate, but feel pressure to leave. Pregnant students may face covert pressure from school personnel to leave school, attendance policies may prevent them from continuing, and medical and child care problems may prevent their return to school. A look at the dropout rate suggests that the traditional system of education is failing approximately 25% of the school population. The special facilitative school climate offered by alternative schools can improve student self-esteem, reduce the dropout rate, and increase productivity. Self-esteem immersion is considered an important component of many alternative schools. Teacher modeling of appropriate and effective behaviors is another very important component of successful alternative high schools. Strategies for keeping at-risk students in school and for enhancing their self-esteem and academic performance include limiting class sizes, selecting teachers carefully, being flexible, and avoiding the conventional model of school in which rewards and penalties dominate the teacher-student relationship. Teachers in alternative high schools can positively impact at-risk students' self-esteem through facilitative environmental characteristics such as trust, respect, and cooperation. (NB)

ED 346 422 CG 024 331

Benedict, Richard
Trashcan Kids.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *High Risk Students; High Schools; *High School Students; *Nontraditional Education; *Potential Dropouts; *Self Esteem; *Student Problems; Teacher Role
IDENTIFIERS- *Enterprise High Schools MI

This book describes the lives and life conditions of some of the approximately 30 students who attended one Enterprise High School located in northwestern Macomb County (Michigan) designed to keep potential dropouts in school. All of the events described in the book actually happened although they did not actually happen to any one or two specific students. Consequently, the main characters in the story are fictional proxies for the real students they represent. It is suggested that the success of the students in school and in life is a product of certain learning conditions that Enterprise High School evinces: that teachers genuinely care about students; that the curriculum is life-centered and moves from meaningful activities to the composite pieces of learning called lessons; and that staff and students are provided time for and an opportunity to resolve the problems that emerge in the school. By describing activities and events in the lives of the students, both in and out of school, the book explores why certain education programs and school cultures are accepted or rejected by students and identifies the nonschool influences that cause students to either accept defeat early in life or to face the future with confidence and success. The teachers at Enterprise are depicted as going beyond the curriculum to instill positive values and self-esteem in students who need more than academic credits to progress in life. (NB)

ED 346 423 CG 024 332

Barnhart, June E.
Differences in the Written Recalls of Folktales among Above-Average, Average, and Below-Average Second-Grade Readers. Literacy Research Report No. 13.
PUB DATE- Jul 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Grade 2; Primary Education; *Reading Comprehension; Reading Research; *Recall (Psychology); Story Telling; Student Characteristics
IDENTIFIERS- Emergent Literacy; *Folktales

Research with beginning readers shows that children's sense of story plays a crucial role in successful reading comprehension. The purpose of this study was an extension of the speech-to-literacy process beyond the preschool years in a sample of 24 second graders with diverse levels of reading comprehension. Structural and graphic features, as well as compositional intent, were examined in written story recalls. Differences in patterns among subjects varied in relation to level of reading comprehension. Results suggest that the transition into conventional literacy is a developmental process that extends well into the primary years. Further, use of written recalls with students offers benefits as both an assessment tool and an instructional strategy for reading comprehension of narratives. (Six figures presenting students' story writing and rereadings are included; 28 references are attached. (Author)

ED 346 443 CS 010 967

Smith, Carl B.; Simic, Marjorie
Parents Sharing Books. Annual Report 1991-1992.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 85p.; For the 1990-1991 report, see ED 335 645.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; *Parent Role; *Parent Student Relationship; Program Descriptions; Program Effectiveness; *Reading Aloud to Others; Reading Attitudes; *Recreational Reading
IDENTIFIERS- *Family Literacy; Indiana; Middle School Students; *Parents Sharing Books IN; Reading Motivation

The amount of time students spend in classrooms is relatively short--"13% of the student's waking hours in the first 18 years of life" (Walberg, Paschal, and Weinstein, 1985). They are developing intellectually, socially, and emotionally all the time, and parents are their models and teachers most of the time. This report describes and evaluates the second year of the "Parents Sharing Books" (PSB) project, a parent outreach program for Indiana middle and junior high schools. The report notes that the evaluation of the second year of the program focused on the benefits that participants received as determined by surveys and detailed case studies. The sections of the report are: Parent Participation; "Parents Sharing Books" Expansion; Organization and Training for PSB; Evaluating PSB's Second Year; Case Study Interviews; Summary; and Recommendations. Appendixes include reproductions of newspaper articles about PSB; a sample agenda for the first meeting;

Thomas, David
Putting Nature to the Rack: Narrative Studies as Research.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Teachers' Stories of Life and Work Conference (Liverpool, England, United Kingdom, April 9-11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; *Educational Research; Higher Education; Narration; *Personal Narratives; Research Methodology
IDENTIFIERS- Professional Concerns; *Teacher Researcher Cooperation; *Teacher Researchers; Teaching Research; Text Factors

Narrative study of teachers and teaching is seen as sited at the intersection of many current intellectual and professional concerns. These include not only classroom practice and professional careers, but also the Self, Experience, Memory, Identity, Autobiography, Life History, Agency, and Structure. Narrative as genre presents post-modernist problems, not least the relation of language to reality and what may count as "data" or evidence. Typical teacher narrative studies possess a narrator, an interpreter-researcher, and an over-reader. Collaborative partnerships between teacher and interpreter generate dynamic text which becomes frozen on publication. The imperative of narrative means selection and emphasis shaped by the relationship context in which the "story" is being told. Narrative and its interpretation are susceptible to transference and countertransference effects. This brings particular strains in respect of notions of validity and to relationships. It is argued that over-readers of frozen texts must treat as data that which is available to them: the interpreters' perceptions. Such interpretations are described as privileged discourses. Interpreters of teacher narratives invite over-readers to trust the evidential bases of their reflections. Teacher narrative studies are seen as fitting into the interpretive case study research approach. Two models are considered as suitable for evaluating such cases. These are the quasi-judicial method and the criterial approach to trustworthiness. The moral and ethical justification for narrative research is seen as primarily one of providing an alternative voice for the disenfranchised. (Two diagrams and 70 endnotes are included; 56 references are attached.) (Author)

ED 346 462 CS 213 372

Fox, Helen
What in the World Is "Analysis?" Lessons from Non-Western Graduate Students.
PUB DATE- 20 Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Cultural Context; *Cultural Differences; *Foreign Students; *Graduate Students; Higher Education; *Non Western Civilization; Teacher Attitudes; Teacher Student Relationship; *Thinking Skills; Writing Research
IDENTIFIERS- Communication Styles; World Views

A five-year exploratory study investigated the difficulties with

(HB)

ED 346 479 CS 213 396

Howell, Charles
The Rhetoric of Real Experience: Case Studies and the Representation of the Human Subject.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Higher Education; Realism; Research Problems; *Rhetorical Criticism; Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Researcher Subject Relationship

Case study rhetoric, or the rhetoric of real experience, is concerned with the ways by which case studies appeal to their own intrinsic realness or authenticity. On the surface, case studies are often accepted fully as representing real experience. But the design, arrangement, and emphases of case studies are rhetorically constructed by the writer in order to present a sense of realness. Successful case studies tend to utilize three features which tend to make them more lifelike: surprise, embarrassment, and social difference. A case study without any surprise seems pretty unreal, yet the inclusion of surprise in a written piece always points toward artistry and arrangement. The contrivance of the order of events, for example, makes the story less real to historical experience, but makes the case study seem more real. Embarrassment between teacher and student is also a staple of teaching, and reinforces the realness of a case study by giving a sense of the inexplicable. The issue of embarrassment can be complicated by differences in social background between teacher and student, the third feature. However, by writing about subjects very different from themselves, writers are in fact reflecting their points of view. The true subject of a case study, in fact, is not the student but the teacher, whose act of understanding has been rhetorically reconstructed. Thus, case studies are valuable because they faithfully represent how teachers make sense of the experience of teaching. (HB)

ED 346 480 CS 213 397

Chapman, David W.
Writing a Core Curriculum: Classic Books and Student Compositions.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; *Core Curriculum; Critical Reading; Curriculum Development; *Freshman Composition; Higher Education; Politics of Education; *Rhetoric; Undergraduate Students
IDENTIFIERS- Bloom (Allan); *Great Books Curriculum

Recent years have witnessed a great upsurge in interest in a core curriculum. However, there has been some disagreement as to

recognizing and using context as a survival tool. Writing across the Business Disciplines (WABD) was started at Robert Morris College (RMC) under a grant from the Buhl foundation. The bureaucracy of universities and colleges (including RMC) can provide: a campus-wide forum to discuss writing across the curriculum and to spread the good word about it; a departmental structure into which WAC programs can be woven; and a reward system to encourage participation. Evaluation may be the best way to justify budget outlays for WAC programs. The evaluation of RMC's program was extensive and successful enough to get additional commitments from the administration to continue the program. Communication is another way to attach WAC programs to the institution. The experience at RMC demonstrated that where communication was clear and open, the program flourished; where communication was weak and closed, WABD had difficulty. Accurate record-keeping and histories are another way to bridge the gap between WAC programs and their context. Accurate record-keeping provides the documentation necessary to construct histories that may be crucial to the continuation of programs. The only way WAC programs can survive is to better attach them to their own contexts. (Eighteen references are attached.) (RS)

ED 346 498 CS 213 420

Lund, Donna
Using "Voices and Visions" in the Classroom and in the Community.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; Community Education; Educational Media; Higher Education; Instructional Effectiveness; Literature Appreciation; *Poetry; *Poets; *Telecourses; *Writing Instruction
IDENTIFIERS- *Voices and Visions (Poetry Video Series)

The "Voices and Visions" series, a set of instructional videos on the lives and art of 13 important American poets, has the desirable potential to reach an audience that is virtually unlimited. The videos are a skillful blend of photographs, film footage, interviews with scholars, critics, and poets, readings by actors, and sometimes by the poets themselves. These videos were used in a number of non-academic settings for community enrichment in a program sponsored by the American Library Association. Prior to the local programs, a four-week training seminar was presented for the local leaders. In the program conducted by the Carnegie Library, 30 participants ranged in age from graduate students to retired workers. Sample evaluations of participants in the program from around the country demonstrate a vary favorable response. "Telecourses," or instructional systems which include television programs, are being used by almost all colleges, and studies indicate that the use of television to deliver instruction does not change effectiveness. Also, teaching a telecourse allows teachers to focus on closer communication with students, making it more demanding than a traditional course by demanding maturity, responsibility and consistency. The "Voices and Visions" telecourse produced observable improvement in student writing over the semester, showing that regular writing on demanding alternative frames of reference that can redirect behaviors when participants sense themselves acting heroically and when this heroic action is linked to traditional community values and themes. It is observed that even though it is difficult to describe exactly how, compelling reasons for saying "yes" to health and "no" to drugs are evoked and that performances of drug abuse refusal skills affirm the potency of myth and narrative in the form of new stories that are healing rather than destructive. Twenty-five references are attached. (SG)

ED 346 518 CS 507 834

Ames, Ina Ruth
10 Cents To Save a Life: Ending Hunger as a Special Event.
PUB DATE- 2 Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Class Activities; Experiential Learning; *Fundraising; Higher Education; *Hunger; Oral Rehydration Therapy; Program Descriptions; *Public Relations; *Student Participation; Undergraduate Students; World Problems
IDENTIFIERS- 10 Cents to Save a Life; Mount Ida College MA; UNICEF

The annual "10 Cents to Save a Life" program is a special event that has been held at Mount Ida College in Newton Centre, Massachusetts for two years. The purposes of the event include: (1) teaching the public relations class and communication majors applied public relations theory through both a fundraising campaign and an education campaign; (2) raising money for the UNICEF Oral Rehydration Therapy (ORT) program; and (3) educating the college's population on hunger issues. A faculty member at Mount Ida College assisted her students in setting up a program to raise the equivalent of 10 cents (the cost of an oral rehydration therapy packet) from each member of the college community. Students in the public relations class took over the project, under the supervision of the faculty member, and learned the amount of coordination and work that was required to mount a successful educational and advertising campaign. The financial goal was met both years. The major lesson that the faculty member learned from the event was the importance of letting go of the project once it was created. (RS)

ED 346 519 CS 507 836

Ames, Ina Ruth
The Work Study Student as Collaborator: The Thrill of Victory, the Agony of Defeat.
PUB DATE- 2 Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Cooperation; *Employer Employee Relationship; Employment Practices; Higher Education; Research Administration; Speech Communication; *Student Employment; *Work Study Programs

DESCRIPTORS- Audience Response; *Communication Research; *Mass Media; *Mass Media Effects; Mass Media Role; Measurement Objectives; *Media Research; *Research Design
IDENTIFIERS- Research Suggestions

Media effects should not be thought of as either isomorphic or fragmentary. Instead, the similarities and differences between them should be studied. This approach would offer the potential to determine not only what the media effects are, but how they occur. This is possible through the discovery of patterns in research theories and findings. To this end, the causes, effects, and processes of media influence can be deduced. The causes of media influence can be identified as variations in exposure, content, and the form of the media themselves. There are five categories of media effects: level of analysis, type, nature, intention, and whether the effects are due to nature or form. To illustrate such classifications, two examples, reading ability and political participation, can be categorized. The determination of media effects and the underlying processes requires consistency in measuring those effects and in eliminating rival explanations. Therefore, limiting factors, such as permanence and conditional effects, also need to be identified. The limiting factors should determine the research design, measurement strategy, measures, and statistics that are to be used to measure effects. The complex and varied descriptions of "media effects" may have limited the ability to truly understand effects, suggesting that it is time to revise this concept according to different categorizations and research results. (One hundred and one references are attached.) (HB)

ED 346 539   EA 021 061

Lyons, Geoffrey; And Others
Employment Relations in Maintained Secondary Schools: Research into Current Problems in Staff Management/Employment Relations and Consequent Training Needs of Headteachers in the Maintained Secondary Sector. Report to the Department of Education and Science.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Jul 86
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employer Employee Relationship; Foreign Countries; *Personnel Management; Secondary Education; Staff Development; *Supervision; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *England; *Wales

This report describes and analyzes the principal findings of a research project into contemporary employment relations in maintained secondary schools in England and Wales. The report identifies problems and issues relating to staff management of current concern to school personnel and to local education authorities (LEAs), and further identifies approaches adopted by a sample of headteachers to the management and employment of staff in their schools, within the framework of policies and procedures established by their LEAs. The following topics emerged as themes central to the study: headteacher management, staff planning, the organization of trade unions and professional associations in the school, maintenance of staff discipline, individual and collective grievances, and headteacher training. The conclusion that headteachers should and certified employees, administrators, and board members worked with parents, students, business leaders, and other citizens to develop a working document stating the group's mission statement, values and philosophy, and strategic goals. These are outlined in this booklet, along with a summary of action plans. (MLH)

ED 346 560 EA 023 977

Resource Guide on Site-Based Decision Making and District and Campus Planning.
PUB DATE- Jan 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Change Strategies; *Decision Making; Educational Change; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Public Schools; *School Based Management; School Effectiveness; School Law; *School Restructuring; Staff Development; State Departments of Education; State Legislation
IDENTIFIERS- *Texas

This resource guide is intended to assist local Texas school districts in the implementation of site-based decision-making and in the development of district and campus plans that will result in improved student performance. This document includes information on site-based decision-making and suggestions for developing district and campus plans. It also outlines the procedures for submitting the district plan for site-based decision-making to the commissioner of education, as required by Texas House Bill 2885. Also included are a comparison of site-based decision-making to traditional decision-making, the legislative requirements for site-based decision-making, and a bibliography of journal articles, books, and other professional sources on site-based decision-making. With the exception of the citations of law and the required procedures for submission of the district plan for site-based decision-making to the commissioner of education, no other part of this document is intended as a mandate or state prescription. Appended are sources of support in implementing site-based decision-making, a calendar of professional development events, excerpts of law related to site-based decision-making and planning, and correspondence from the Texas Education Agency on the subject. (125 references) (MLF)

ED 346 561 EA 023 979

Lows, Raymond L.
Income and Property Taxes: An Analysis by School Districts.
PUB DATE- Mar 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Fiscal Capacity; Income; Measurement Techniques; *Property Taxes; School Districts; *Tax Allocation; *Tax Effort; Taxes

Information on school/community partnerships in Virginia is provided in this resource guide, which is divided into five sections. The first section, "Building Community/Classroom Partnerships Through Coalitions," by Jane Asche, discusses recent findings that point to the need for coalitions to improve public education. Successful characteristics, stages, and benefits of coalitions are described. In "How to Make the Partnership Work: Fundamentals of Volunteer Program Management," Katie Noyes offers an overview of volunteer management for school/community partnerships. The third section, "How to Help the Partnership Thrive: Prevailing Over Minor Obstacles," by Carolyn Fullen, discusses the inevitable implementation glitches and suggests strategies for transforming potential trouble spots into opportunities. In "How to Reward Hardworking and Successful Volunteers," Sara Radkowsky introduces the application process for current award/recognition programs and Donna Caudill offers strategies for writing award nominations. The final section offers three parts. "Resources in the Commonwealth: Finding Trainers to Help Develop a Partnership Program," by Sarah Radkowsky, explains the purposes of trainers, services provided, and contact sources. The second part, to which Charlotte Kuchinsky and Carter White contributed, describes six Virginia school/community partnerships. Resource materials are listed in part 3. (LMI)

ED 346 581   EA 024 012

Singh, Sergit
Towards School Effectiveness and Improvement through School Leadership in a Third World Country: Questions about Brunei Darussalam Secondary School Principals' Tasks and Skills, Job Satisfaction and Professional Development Needs.
PUB DATE- Jan 92
NOTE- 31p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, BC, January 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Administrator Responsibility; Foreign Countries; *Management Development; *Professional Development; *School Supervision; Secondary Education
IDENTIFIERS- *Brunei

Findings from a study that explored the training/development opportunities desired by secondary school heads in Negara Brunei Darussalam are presented in this paper. A questionnaire administered to 22 national secondary school college heads who attended a workshop in July 1991 elicited 16 completions. Information was gathered about those aspects of school administration that relate to overall and specific headship tasks, school management skills, and personal qualities. Findings indicate that the school heads desired more opportunities in the following areas: school leadership; evaluation; planning; integration and innovation; staff appraisal, supervision, and discipline; and staff development. Six tables are included. (18 references) (LMI)

ED 346 582   EA 024 013

Singh, Sergit
School Effectiveness and School Improvement in Negara Brunei

Teddlie, Charles; Stringfield, Sam
Case Histories from a Longitudinal Study of School Effects.
PUB DATE- Apr 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Educational Improvement; Elementary Education; *Longitudinal Studies; Qualitative Research; Research Methodology; *Rural Schools; *School Effectiveness; State Action; *Suburban Schools; *Urban Schools
IDENTIFIERS- *Louisiana

This paper presents recently completed case histories of three pairs of elementary schools (one urban pair, one rural pair, one suburban pair) that have been observed over a 7-year period during the Louisiana School Effectiveness Study, phases III and IV. These pairs of schools were studied extensively in 1984-85 and again in 1989-90, using staff interviews and classroom observations. Four distinct types of schools are described, including stable/more effective (2 schools), improving (2 schools), stable/less effective (1 school), and declining (1 school). The paper argues that historical case studies constitute the best methodology for exploring and understanding the stability of school effects over time. Emerging characteristics of schools classified as urban, suburban, and rural are shown to play a large role in the school effectiveness and improvement processes described in this paper. Extensive tables of school pair comparisons and context differences are included. (25 references) (Author/MLH)

ED 346 604 EA 024 051

Scharer, Patricia L.; Zajano, Nancy C.
Direction with Discretion: Reading Recovery as an Example of Balancing Top-Down Policy and Bottom-Up Decision-Making.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Early Intervention; *Educational Policy; Elementary Secondary Education; Faculty Development; Individual Development; *Participative Decision Making; *Professional Development; *Reading Instruction; *Teacher Student Relationship

Educational policy analysts have recognized the need for an educational policy that combines the merits of "top-down" mandates with "bottom-up" teacher discretion. This paper describes the Reading Recovery program as an example of an educational program that balances top-down direction and bottom-up discretion by: (1) providing an overall structure and set of goals; (2) requiring teacher decisions in daily pupil interactions; and (3) developing teacher capacity to make those decisions through intensive professional development sessions focused on improving teachers' practical reasoning. The Reading Recovery program is an intervention program for at-risk first graders that supports an accelerated reading process within a

White, Stephen; Johanson, Raymond
Index of Least Restrictive Employment: An Assessment of the Critical Dimensions in the Transition Process.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 14p.; Some charts will not reproduce. For related documents, see EC 212 108 and ED 332 382.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment Potential; Job Satisfaction; Normalization (Handicapped); Quality of Life; *Vocational Evaluation
IDENTIFIERS- *Index of Least Restrictive Employment

The Index of Least Restrictive Employment is a vocational assessment instrument for use with individuals with disabilities. It focuses on job security, opportunity for advancement, job satisfaction, planning, earnings, and integration aspects of transition. The index is intended to provide a means of measuring the movement from more to less restrictive employment and training settings. (DB)

ED 346 624 EC 212 108

White, Stephen; And Others
Supervisor's Manual: Great Falls Transition Project, a Cooperative Model for Least Restrictive Employment.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 112p.; For related documents, see EC 212 107 and ED 332 382.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Disabilities; Feedback; *Interpersonal Communication; Learning Processes; *On the Job Training; Reinforcement; Small Group Instruction; *Supervision; *Training Methods; Workshops

The manual is intended to provide employment supervisors with skills to enable them to motivate and provide any needed support to workers with disabilities. The material is organized into seven short sessions with most of the material consisting of basic principles for communicating and instructing persons with disabilities and case study problems for small group discussion. Session I focuses on awareness and covers famous people with disabilities, the difference between a disability and a handicap, normalization, and associations at work. Session II covers the learning curve and principles of training. Session III looks at personal issues in supported employment including explaining the job, one-way and two-way communication, advocacy and independence, and friendship. Management is considered in Session IV which covers behavior management, reinforcement, prompting, shaping, fading, collecting data, and resolving conflict. Consequences is the subject of the next session which looks at constructive criticism and positive feedback. Session VI considers collaboration including performance evaluation and who to

Disability and Enabling: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Dec 91
NOTE- 5p.; For related documents, see EC 301 244-257.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Disabilities; Drug Abuse; Family Influence; Interpersonal Relationship; *Intervention; Organizations (Groups); *Prevention; Resources; *Substance Abuse
IDENTIFIERS- *Enabler Model

This leaflet examines how family members, friends, and professionals sometimes enable individuals with disabilities to abuse alcohol and other drugs. The leaflet points out: that this enabling occurs because of overcompensation for the disability by others or because of others' feeling that the individual with a disability is entitled to use drugs; that the enabling problem can best be addressed through education and self-evaluation; and that the same criteria for reacting to alcohol and other drug abuse should be used for everyone, regardless of whether or not someone has a disability. Four commonly held myths about people with disabilities and drug use are dispelled with factual information. Three training materials, a videotape, and three print references are listed as sources of more information. (JDD)

ED 346 646 EC 301 257

Disability and Health Implications: A Look at Alcohol and Other Drug Abuse Prevention.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Dec 91
NOTE- 5p.; For related documents, see EC 301 244-256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; At Risk Persons; Behavior Patterns; *Disabilities; Drug Abuse; Health; *Life Style; Organizations (Groups); Prevention; Resources; *Substance Abuse

This leaflet examines the impact of alcohol and other drug use in creating an unhealthy lifestyle for individuals with disabilities and placing them at risk for health and medical problems. The negative effects of even moderate amounts of alcohol are noted, and the hindering of rehabilitation efforts when a person with a disability is using alcohol or other drugs is pointed out. Behaviors associated with disabilities that are similar to the consequences of alcohol and other drug abuse are listed. A section titled "Did You Know That..." cites the impact of certain medications on the body's processing of alcohol and notes specific examples of the impact of alcohol in causing arthritis, bedsores, and fetal alcohol syndrome. Three organizational resources, a videotape, three training language skills, recent and remote memory, and freedom from distractibility, and the second comprising perceptual abilities, abilities to process nonverbal materials, and psychomotor skills. Findings suggested that subjects performed somewhat better on the computerized version and that clinicians were less accepting of computerized assessment than were patients. (DB)

ED 346 663 EC 301 275

Gentry, Cass; And Others
The Use of an Interactive Videodisc and Associated Instructional Materials To Teach Selected Routine and Emergency Phrases in Signed English to the Deaf and Their Hearing Associates. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jun 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Deafness; Grade 5; Grade 6; Instructional Effectiveness; *Interactive Video; Intermediate Grades; Interpersonal Communication; *Language Acquisition; Manual Communication; Safety Education; *Sign Language; Student Attitudes; *Videodisks; Videotape Recordings; Vocabulary Development
IDENTIFIERS- Signed English

This final report documents a project which developed and investigated the use of interactive videodisc technology to assist in the instruction of signing with deaf children and their associates (such as parents, teachers, peers). The project first identified words and phrases considered essential for interpersonal communications. A videodisc instructional unit was produced that included a selected set of these phrases together with appropriate visual support (video, still frames, text, superimposed text and graphics). English and Signed English were the languages of instruction. The interactive computer program developed allows for repeated practice. The project also produced an orientation/training videotape and a user's manual. Other aspects of the project covered in this report are methodologies (project management, instructional development, and product validation); processes (staffing, coordination, and reporting); and summative evaluation. Validation of the instructional program with 32 deaf fifth and sixth graders indicated very positive student attitudes and that the program was very successful in teaching subjects both cognitive and skill objectives. Appendices (which make up the greater part of the document) provide details concerning the Delphi phrase identification phase of the study, the project management chart, a sample flowchart, a storyboard sample, and various agendas, assignments, and task reports. (DB)

ED 346 664 EC 301 276

Howell, Richard
A Prototype Robotic Arm for Use by Severely Orthopedically Handicapped Students. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 89

Secondary Education; Guidelines; Medical Services; School Nurses; *Special Health Problems; State Standards
IDENTIFIERS- *Maryland

These guidelines present standards for administering medication in Maryland schools, both prescribed and over-the-counter medications. In general, medication during school hours is discouraged unless necessary. The guidelines recommend that, whenever possible, children administer their own medication under appropriate supervision. Specifically, the guidelines address: administration of prescription drugs (ordered by a physician, nurse practitioner, midwife, or dentist); parental consent; proper labeling, storage, and disposal of medication; the administration itself; special considerations in the administration of narcotics; over the counter medications; administration of medication on field trips; error in medication administration; stolen medication; and education on medication use. Physician authorization, parental consent, and recordkeeping forms are attached, as are the standards of the Department of Health and Mental Hygiene on the delegation of nursing functions. (DB)

ED 346 684   EC 301 299

Dyslexia and Related Disorders: An Overview of State and Federal Requirements.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Due Process; *Dyslexia; Educational Legislation; Elementary Secondary Education; Eligibility; Handicap Identification; *Reading Difficulties; State Legislation; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

Presented in a question and answer format, this guide integrates Texas and federal standards (under Section 504 of the Rehabilitation Act of 1973) for students with dyslexia and related disorders. An overview summarizes the four phases of the approved process for determining the presence of dyslexia as well as principles of required evaluation procedures, placement procedures, reevaluation procedures, and procedural safeguards. The 36 questions and answers then deal with specific concerns in the broad areas of: relationship of the dyslexia program to Section 504; general information; data gathering; designee information; teacher training; and identification of students. Typical questions address: eligibility of the child with suspected dyslexia for handicapped services; documentation in writing; protections for parents; state law regarding dyslexia; the school district's responsibilities; monies which may be used to support the dyslexia program; assessment requirements; recordkeeping; intelligence tests; special education evaluation; remedial instruction; teacher certification requirements; parent referral; and referral for speech and language problems. A compliance statement with the Civil Rights Act of 1964 completes the document. (DB)

ED 346 685   EC 301 300

Glasenapp, Gary
Community Based Inservice Model (CBIM).
PUB DATE- Apr 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Programs; *Disabilities; Educational Practices; *Education Work Relationship; Inservice Teacher Education; Job Placement; Models; School Community Relationship; Secondary Education; *Severe Disabilities; Supported Employment; Technical Assistance; Transitional Programs
IDENTIFIERS- *Community Based Education

This newsletter issue describes the Community Based Inservice Model (CBIM) of the Teaching Research Infant and Child Center (Oregon). This project provides training to personnel who serve secondary age students with moderate to severe disabilities. The project's has been funded by the Federal Government and is based on the philosophy of teaching practices currently recognized as effective. Best educational practices in the areas of community based instruction and vocational training were identified. The CBIM training offers professional training in transition planning, community based activities, and the placement of students in community jobs. It offers either model replication training (in a comprehensive classroom) or component training (in a single component of the model). Project results after 3 years indicated that a total of 186 educators from 13 states received training, that there was substantial improvement on measures of training impact, and a greater percentage of student programs were conducted outside the classroom following the training. (12 references) (DB)

ED 346 704 EC 301 319

Moecker, Donald L.
Special Education Decision Processes for Anglo and Hispanic Students.
PUB DATE- 16 Apr 92
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Committees; *Decision Making; Elementary Secondary Education; Eligibility; Group Discussion; *Group Dynamics; Group Structure; *Hispanic Americans; Interpersonal Communication; *Limited English Speaking; Special Education; *Student Placement; Teamwork

This study examined the interpersonal dynamics of participants in special education placement committees serving students with limited English proficiency. The theoretical and conceptual framework of Chris Argyris and Donald Schon was applied to interactions observed in simulated placement committee meetings. Individual decision making related to program options, and student ethnicity, and routinized behaviors was explored. The knowledge base, reasoning, and communication patterns of decision makers were investigated. Results indicated evidence of dysfunctional interpersonal communication that deterred quality reflection and effective problem solving. Fifteen of the 60 subjects were unable to voice potentially crucial concerns because they did not wish to hurt the feelings secondary and postsecondary boards with formal planning procedures and committees; and (5) separate state board for vocational education programs. Although no one structure appeared best to accommodate planning and evaluation linkages, the fourth represented an effort to make planning and evaluation a more coordinated process. The following strategies had the potential to aid the linking of planning and evaluation: major event (change initiative); policy focus or mission statement; leadership; administrative commitment; interagency cooperation; regionalization; planning/evaluation and data systems; and comprehensive approach to vocational education. (Appendixes include a list of 10 references, a brief report on state surveys and case studies of research methodologies, and a strategies checklist.) (YLB)

ED 346 252 CE 061 254

Lilly, S. J.
The Tree Worker's Manual. Revised.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
  Agricultural Education Service.
PUB DATE- 92
NOTE- 145p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agronomy; Botany; Clothing; Entry Workers;
  Equipment; First Aid; Forestry; Hand Tools; Hydraulics;
  *Instructional Materials; Machine Tools; Occupational Safety
  and Health; *Plant Identification; Plant Pathology;
  Postsecondary Education; *Trees

This manual acquaints readers with the general operations of the tree care industry. The manual covers subjects important to a tree worker and serves as a training aid for workers at the entry level as tree care professionals. Each chapter begins with a set of objectives and may include figures, tables, and photographs. Ten chapters are included: (1) the tree service industry; (2) clothing, equipment, and tools; (3) the tree workers; (4) basic tree anatomy; (5) pruning; (6) climbing and working in the tree; (7) aerial lifts; (8) tree identification; (9) identification and treatment of tree problems; and (10) other tree care operations. The manual contains two appendices: first aid procedures and scientific and common names of selected common plants of North America. A glossary and index are included. (NLA)

ED 346 253 CE 061 255

McMahon, Robert W.
An Introduction to Greenhouse Production.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
  Agricultural Education Service.
PUB DATE- 92
NOTE- 331p.; This manual replaces "The Greenhouse Worker Student
  Manual." Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Floriculture; *Greenhouses; *Instructional
  Materials; Mathematics Skills; Nurseries (Horticulture);
  Nursery Workers (Horticulture); Ornamental Horticulture; Pests;
  Plant Growth; Postsecondary Education; Science Education

technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists the following 18 tasks with subtasks (competencies) for autobody technology: Vocational Industrial Clubs of America (VICA) and employability skills; safety; tools and equipment; identification of automotive bodies and frames; management and inventory of disassembled parts; cutting and welding; basic panel repair; panel replacement, body and frame alignment; steering and suspension; electrical systems; trim, accessories, and hardware; thermoplastic and fiberglass repair; glass replacement; painting and refinishing; estimating; detailing and preparation for delivery; and miscellaneous techniques and services. (KC)

ED 346 269 CE 061 278

Automotive Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 16p.; For related documents, see CE 061 277-287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; *Behavioral Objectives; Competence; Competency Based Education; Engines; *Job Analysis; *Job Skills; *Motor Vehicles; Occupational Information; Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in automotive technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, intended outcomes, and level of instruction. The guide then lists the following 10 tasks with subtasks (competencies) for automotive technology: shop safety, work ethics and responsibilities, and employability skills; basic knowledge of automotive technicians; electrical and electronic skills for diagnosing malfunctions of electrical/electronic components; engine performance service; engine repair service; automatic transmission/transaxle service; servicing manual drive trains and axles; steering, suspension, and wheel service; automotive brake service; and cooling, air conditioning, and heating service. (KC)

ED 346 270 CE 061 279

Industrial Maintenance Technology. Technical Committee Report.
PUB DATE- 90
NOTE- 18p.; For related documents, see CE 061 277-287.
LANGUAGE- English

*Volunteers; *Volunteer Training
IDENTIFIERS- *Taunton Literacy Corps MA

The Taunton, Massachusetts, Literacy Corps (TLC) is a small adult literacy education program run by a part-time director using volunteer tutors. The program has always been hampered by a shortage of funds. There are often long waiting lists for persons needing tutors because funds are inadequate to recruit, train, and manage the number of volunteer tutors who would be needed to serve those seeking tutoring. Volunteer tutors often burn out within a year, frustrated by the slow progress of their pupils or their absenteeism as well as lack of attention from an overworked director. Training classes for current volunteers are often hampered by low attendance or by tutors attending only parts of a series of classes, necessitating quick revisions of lesson plans and lack of coverage of some of the tutors' problems. Some tutors also cause problems by insisting on teaching phonics in lieu of the language experience approach favored by the program or by failing to show up for sessions (although they often have legitimate excuses). Progress could be made with more funding, leading to hiring of support staff, more tutor recruiting, more training classes, and more attention paid to volunteers--enhancing chances of retaining them. (KC)

ED 346 289 CE 061 305

Curtis, Carroll A.
Managing Local Plans. A Guide to Accountability for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392.
PUB DATE- Dec 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Compliance (Legal); Disabilities; *Educational Assessment; Educational Legislation; Educational Planning; *Federal Legislation; *Needs Assessment; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This guide was developed to provide school district, area vocational-technical school, and postsecondary administrators in Pennsylvania with guidance for managing an accountability system for their vocational education programs. Although drafted primarily to assist agencies in meeting the intent of the Carl D. Perkins legislation, the model presented here is designed to be generically useful for program assessment. The guide begins with a description of the needs assessment required for Perkins Act programs, and it provides information on using the needs assessment. It also provides guidance on using the special population needs assessment. Models are included for each type of assessment. Information on assessing specific uses of Perkins funds also is provided. An appendix lists measures and standards for various outcomes, such as participation, completion, retention, workplace basic skills, occupational achievement, human relations skill, problem solving, abstract reasoning, creativity, decision making employability, job success, and salary and wage levels. (KC) sites; (2) access to the program increased the average earnings of the adult women in the treatment group by an estimated $539 or 7 percent of the control group mean; (3) earnings of adult men rose $550 or 4.5 percent over that of the control group, and 2.8 percent more of the enrolled men were employed than the control group; (4) the program had little or no effect on the average earnings of female youth; and (5) the program reduced the earnings of male youth by $854 (8 percent). Findings were influenced by barriers to employment such as race, language, and ethnicity. The study concluded that JTPA is helping to raise the earnings of many people, especially adults, but it also is not helping some groups. It suggested finding new ways to serve such populations. (11 references) (KC)

ED 346 308 CE 061 375

Teitel, Lee
Coordinated Information Sharing: Improving the Delivery and Quality of Massachusetts Job-Related Education and Training through Integrated Data Bases.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Coordination; *Databases; Data Collection; *Information Dissemination; Information Needs; Information Sources; *Information Utilization; *Job Training; Occupational Information; Postsecondary Education; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Massachusetts

This report represents a summary of findings from a research project to determine the availability of data concerning occupationally oriented training and education programs. Part I describes the types of data available regarding education and training programs--what information about which programs and providers is available from what source. It is organized into three sections. The first provides an overview and summary of the formal databases managed by the Massachusetts Board of Regents of Higher Education, the State Department of Education, and Division of Employment Training, as well as brief descriptions of other sources of data. The second section lists the providers of occupationally related education or training and gives a cross-reference about the database(s) in which each type of provider is likely to appear. The third section answers questions that policy makers, planners, and consumers might ask about occupational training and education and describes what information is available and where. Part II looks at dissemination--who uses the data and in what form(s) they are available. Each major agency that provides data is described. The report concludes with suggestions and questions that would need to be answered if there were widespread interest in increasing the coordinated use of this information. Recommendations are made for such coordination. (YLB)

ED 346 309 CE 061 382

The Mortgage Money Guide. Creative Financing for Home Buyers. Updated Edition.
PUB DATE- 91
NOTE- 22p.; Prepared by the Commission's Division of Credit Practices and the Office of Consumer and Business Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

the validation approach. Findings indicated that the validation approach was satisfying. Although there was a considerable amount of prior agreement with the draft job profile components, the validation sessions created an even greater agreement with the final job profile components. The validation approach was also satisfying with regard to product quality. The process quality was scored less positively. The study showed that process and product quality were significantly related. (Appendixes include a list of 19 references and 5 data tables.) (YLB)

ED 346 327 CE 061 418

Structures of the Education and Initial Training Systems in the Member States of the European Community.

PUB DATE- 90

NOTE- 186p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Apprenticeships; *Compulsory Education; *Educational Administration; *Educational Responsibility; *Elementary Secondary Education; Employment Programs; Foreign Countries; Job Training; Preschool Education; *Vocational Education; Youth Programs

IDENTIFIERS- Belgium; Denmark; *European Community; France; Germany; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Spain; United Kingdom

This publication describes the education and initial vocational training systems for young people in the Member States of the European Community. The section for each country represents the particularities of the individual nation. In each case, the first chapter deals with the responsibilities for and administration of the education system. The subsequent chapters cover preschool, primary, and secondary (general, technical, and vocational) education and initial vocational training. Each chapter by level of education also contains recent statistical data regarding pupil, teacher, and school numbers. Specific administrative responsibilities for initial vocational training are included in this chapter. Initial vocational training covers provision outside the school system. Diagrams of the education and training systems are found at the beginning of each country's section. These countries are profiled: Belgium, Denmark, the Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, and the United Kingdom. (YLB)

ED 346 328 CE 061 422

Literacy in the Region: Strategies for the 90s. UNESCO-Sponsored Regional Conference (Kingston, Jamaica, December 2-7, 1990). Final Report and Draft Plan of Action.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Dec 90

NOTE- 33p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Developing Nations; Educational Needs; *Educational Objectives; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government Role; *Literacy contrasted with low participation levels accorded coordination with schools, agencies, and vocational education committees, as well as the practical assistance of providing cooperative work sites. Across all respondents, the overall level of participation was ranked moderately high; respondents estimated the effectiveness of their participation as only slightly lower. A majority of REB members ranked only one barrier as an obstacle: insufficient time. REB members ranked 4 of 12 potential incentives to their involvement in the REB as high incentives; the other 8 were ranked as significant. A slight majority believed the overall impact of the private sector through REBs was satisfactory; almost one-third were dissatisfied with private sector impact. (Appendixes include recommendations and the instrument.) (YLB)

ED 346 346   CE 061 480

Tibbitts, Felisa
Private Sector Involvement in Vocational Education: A Survey of General and Program Advisory Committee Members.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Programs; Advisory Committees; Consultants; Corporate Support; Disadvantaged; Educational Planning; Employment Programs; Employment Services; Federal Legislation; *Incentives; *Job Training; Low Income; *Participation; Postsecondary Education; *Private Sector; Program Effectiveness; Remedial Instruction; *School Business Relationship; Secondary Education; *State Programs; Statewide Planning; Unemployment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Massachusetts

The Massachusetts Council on Vocational Education surveyed 500 members of business and industry in 125 program advisory committees regarding involvement in the Job Training Partnership Act. The purpose of the survey was to document private sector perspectives on the content and value of their participation on vocational-technical education committees. The rate of return was 36 percent; findings were based on 142 completed questionnaires. Findings showed over half had served on a vocational education committee for 3 years or longer. Over half served on committees affiliated with regional vocational-technical schools. In 8 of 24 activities, respondents had some significant involvement; many of those activities required review, planning, and information sharing. Respondents ranked their overall level of participation and the effectiveness of their participation slightly lower than moderate. The greatest barrier for committee participation was limited time of participants. The majority indicated opportunities for participation were both quantitatively and qualitatively lower than they would prefer. Respondents ranked 3 of 17 incentives as high and the remaining 14 as significant. Forty-six percent believed the overall impact of the public sector on vocational education was not sufficient. (Appendixes include recommendations, discussion of the sample, and instrument.) (YLB)

ED 346 347   CE 061 483

A Manual for New Teachers in Adult Basic Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.

This book was developed to provide explanatory support material for the classroom teacher or guidance counselor interested in cooperative learning techniques. A brief section on how to use the book is followed by a discussion of the theory behind the concept of cooperative learning. Other introductory sections focus on teambuilding; setting up cooperative groups; and moving from cooperative groups to the sharing circle, a unique small-group discussion process that is used to promote teacher-student and student-student interaction. Directions for six sample sharing circles are included. Twenty strategies and lessons are detailed in the book. The strategies illustrate the diversity of curricular areas which easily adapt to cooperative learning. Specific lessons in the book have been designed to underscore the potential which cooperative learning has in the field of counseling and guidance. Many of the classroom strategies and activities throughout the book are appropriate for use by counselors working in small group situations. It is hoped that the collaborative learning models offered in this book will promote greater self-confidence in students, a sense of direction, responsibility, growth in organizational skills, metacognitive development, and interest in subject matter. (NB)

ED 346 366 CG 024 272

Schuster, Sandy; Palomares, Susanna
FAMILY CONNECTIONS: Teaching Your Children the Skills of Self-Esteem and Drug Prevention.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Child Development; *Children; Drinking; *Drug Use; Family Relationship; Parent Child Relationship; *Parent Role; *Prevention; *Self Esteem; Smoking

Written for parents, this workbook provides easy-to-read information about tobacco, alcohol, and other drugs, along with step-by-step instructions for activities that promote family interaction. The first part of the book contains general information for parents about developing the kind of family bonding and harmony that lead to enhanced self-esteem in the children and lessens their chances of getting into trouble with drugs. Included in this section are practice sheets for parents to use in developing the skills described. The second part of the workbook provides information about important skills that can best be developed in a family setting. In this section are activity sheets designed for children from preschool through high school age. Individual chapters focus on: (1) strengthening family bonds through family sharing circles, family meetings, and learning how to praise one's children; (2) creating family policies and developing workable rules; (3) developing essential life skills by helping one's children learn to make decisions, solve problems, set goals, and say "no"; (4) learning about tobacco, alcohol and other drugs; and (5) family fun involving everyone. The chapter on tobacco, alcohol, and other drugs includes a list of resources to call or write for further information. The chapter on family fun highlights the value of reading and includes lists of books related to a variety of topics that promote positive attitudes

ED 346 385 CG 024 294

Klein, Maria Teresa
Human Sexuality Programs in Catholic Secondary Schools in the 80's.
PUB DATE- Jun 90
NOTE- 198p.; Doctoral Dissertation, University of San Diego.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Catholic Schools; High Schools; *High School Seniors; *Knowledge Level; Religious Factors; *Sex Education; Sexuality; *Student Attitudes

Human sexuality programs or sex education programs have been a controversial issue for many years. This study assessed the effectiveness of human sexuality programs within Catholic secondary schools. This study investigated the effects of comprehensive or non-comprehensive sexuality programs upon students positive sexual attitudes, awareness of Catholic church teachings, integration of Catholic church values, integration of current social values, and biological knowledge. Comprehensive human sexuality programs were defined as those containing three or more full semesters of classes related to sex and sexuality. Non-comprehensive human sexuality programs were defined as those containing less than two full semesters of such courses. Twelfth grade students (N=1,555) in Catholic high schools served as subjects. Analysis showed that only in the areas of positive sexual attitudes and biological knowledge were comprehensive human sexuality programs significantly different from non-comprehensive sexuality programs. Comprehensive programs within various Catholic secondary schools showed no consistency in curriculum development. Female scores were higher in Catholic church teachings and Catholic church values than males while males scored higher in social values. Students with very little or no perception of religious influence upon behavior scored higher in social values. (ABL)

ED 346 386 CG 024 295

Perez, Ydalith R.; And Others
Hispanics' Coping as a Function of Acculturation.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Behavior Patterns; Client Characteristics (Human Services); *Coping; Helping Relationship; *Help Seeking; *Hispanic Americans

This study explored empirically the influence of acculturation (Hispanics' acquisition of behavioral patterns of the North American culture) on help seeking (coping) when a stressful event is experienced. It has been proposed that mental health services in the United States are highly reflective of Anglo American cultural values and thus culturally irrelevant to Hispanics. Hispanic heads of households (N=248) were interviewed by telephone. Experience with stressful life events and strategies used to cope with them were assessed, as well as

American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Alcoholism; *Family Relationship; *Family Role; *Prisoners
IDENTIFIERS- *Children of Alcoholics; *Scapegoat Role

This study was conducted to empirically investigate the specific suggestion that, without help, children who play the scapegoat role in the alcoholic family may later end up in prison. Family roles assumed by incarcerated and non-incarcerated male and female Adult Children of Alcoholics (ACOAs) were compared. The incarcerated subjects were drawn from a correctional-vocational training center and the non-incarcerated subjects were taken from Alcoholics Anonymous and ACOA groups. Participants (N=141), ranging in age from 18 to 55 years, completed the Children of Alcoholics Screening Test to determine eligibility for the study and the Family Relations Inventory to measure the respondent's role in the family. A two-way analysis of variance was computed; the results comparing mean differences in roles played by male and female incarcerated and non-incarcerated respondents showed no significant differences. Of the 77 incarcerated subjects, only 16% reported having played the scapegoat role; 58% reported having played the hero role while growing up. Of the non-incacerated group, 6% reported having played the scapegoat role, and 61% reported having played the hero role. Of the incarcerated group, 42% reported having two alcoholic parents, compared to 23% of the non-incarcerated group. The benefit of having one non-alcoholic parent is an area which requires further study. (Author/NB)

ED 346 404 CG 024 313

Brack, Greg; And Others
The Relationship between Counseling Students' Hypotheses and Performance Characteristics.
PUB DATE- 20 Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; *Counselor Qualifications; *Counselor Training; *Graduate Students; Higher Education; *Masters Programs

A counselor's ability to form an accurate and complex clinical hypothesis which models the client and guides the counseling process is an important aspect of counseling. This study was conducted using Masters level counseling students to explore clinical hypothesis formation and counseling effectiveness in a semi-natural counseling task. Each of the counseling students (N=27) acted as a counselor to one of her/his classmates for four 45-minute sessions. Data were gathered at the end of the second session. Student counselors completed a Clinical Hypothesis Rating Form and student-clients rated the counselor on the Client Rating Form-Short. The results indicated that students could construct quality hypotheses and that such hypotheses were related to clients' perceptions of the counselors. Four of the clinical hypothesis components

Rienerth, Janice G.
Recidivism: What Is It?
PUB DATE- 22 Aug 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Cincinnati, OH, August 22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Crime; *Criminal Law; *Definitions; Higher Education; *Recidivism; *Student Attitudes

There are several definitional problems inherent in the concept of "recidivism," some of which can be illustrated by comparing use of the term in the professional literature with students' definitions of the term. Thirty professional sources were reviewed to study the definitions of recidivism. Some sources provided more than one definition. When divided by segments of the criminal justice system, 19 definitions could occur before the crime has been discovered or reported; 7 occur at the Police section; 13 at the Court section; 13 at the Corrections section; and 4 occur after the offender has left the institution. College students (N=147) from criminology and corrections classes were asked for their definitions of recidivism. Approximately 20% of the students did not know what the term meant. About 23% gave mainly incorrect definitions. Nine students gave definitions that could be mapped at the Police section of the system; 7 gave definitions at the Court section; and 67 students gave definitions at the Corrections section. These findings suggest that both professional and student sources have unclear, inconsistent definitions of recidivism. The majority of the professional definitions occurred before the Corrections section, while the majority of the student definitions occurred during the Corrections section. It may be concluded that the term "recidivism" should be clearly defined whenever it is used and should only be used to describe some type of convicted reinvolvement in crime. (NB)

ED 346 424 CG 024 333

Hutchinson, Roger L.; Blankschen, Michael P.
Family Stress/Children in Conflict: Some Contributing Social Factors.
PUB DATE- 6 Jul 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselor Role; *Family Problems; *Social Problems; *Stress Variables; Trend Analysis

Counselors who work with children and adolescents are well aware of the problems, frustrations, and feelings of hopelessness that these youngsters often bring to the counseling session. However, counselors may be less aware of what is happening in society-at-large. The 1980s and early 1990s have been characterized by high unemployment. It is clear that in the present economy women need to work. An increasing number of families are headed by one parent. After divorce it is unfortunate that as children and adolescents adjust to new schools and new friends in less favorable environments, the possibilities exist for increased involvement in substance use and/or sexual activity. The combined effect of an increased lists of books; student and parent pre- and post-surveys, a list of parent and student recommendations for books, an informed consent statement; and a list of PSB school sites. (RS)

ED 346 444 CS 010 968

Onukaogu, Chukwuemeka Eze
The Role of Teaching Competence in Effective Reading Comprehension within the Use of English Programme in a Nigerian University.
PUB DATE- Dec 91
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Skills; Developing Nations; *English for Academic Purposes; Foreign Countries; Higher Education; Reading Comprehension; *Second Language Instruction; *Teacher Behavior; *Teacher Qualifications
IDENTIFIERS- Communication Competencies; *Nigeria

A study examined the competence of English teachers in an Anglophone country (Nigeria) and the types of classroom interaction in a Nigerian university. Subjects, 240 randomly selected first-year undergraduates who registered for a Use of English course, were divided into an experimental and a control group. The experimental group was taught by two teachers randomly selected from the 12 formally trained teachers in the Use of English program. The control group was taught by two of the other 48 teachers who had never been exposed to any pedagogic education in communication skills in English. Both groups were administered a reading comprehension pre- and posttest and were taught for 6 weeks using the same syllabus. Classroom interactions were observed and coded. Results indicated that: (1) the experimental class made far more moves than the control class; (2) the experimental students made more moves than their teacher, but the control teachers made more moves than their control students; (3) media utilization was 61.09% (students) and 11.38% (teachers) for experimental classes and 16.2% (teachers) and 9.19% (students) for control classes; (4) experimental teachers were rated 84.5% while control teachers were rated 34% on five performance categories; and (5) experimental students scored much better on the posttest than the control students. Findings suggest that teaching competence is an important factor in the inculcation of communication competence and is a product of an adequate teacher education program. (Three tables and one figure of data are included.) (RS)

ED 346 445 CS 010 969

Rasinski, Timothy V.
Toward a Caring Reading Curriculum.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Educational Change; Elementary Education; Grouping (Instructional Purposes);

analytical writing experienced by 16 graduate students from 12 non-western countries. Freshman writing program handbook definitions of "analysis" were surveyed; seven professors of international graduate students were interviewed on their definitions of "analysis" or "analytical writing"; each of the professors offered examples of student writing demonstrating "good analysis" and "poor analysis"; and international students were interviewed about their difficulties in writing for the American university. These explorations led to the conclusion that critical thinking made visible (that is, analytical writing) is not so much a mental process or intellectual skill, as a culturally specific world view that is individualistic, egalitarian, scientific, and is based on a direct, sparse communication style that relies on little shared knowledge better writer and audience. Students from non-western cultures, on the other hand, tend to value indirectness or more roundabout communication strategies, expect the reader to infer a great deal that is left unstated, value tradition and authority more than "originality," and find it inappropriate or unfruitful to critique authorities in a field, especially while a student. Teachers who realize the culture-bound nature of critical thinking and analysis will be able to use "difference language" rather than "deficit language" when working with international students, and will find it easier to help them understand what they are doing, what Western teachers do, and how to work together to bridge the gap. (SR)

ED 346 463　　　　CS 213 374

Wong, Penelope A.
An Ethnographic Approach to Teaching Writing in a Freshman Composition Classroom.
PUB DATE- 23 Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *College English; *Ethnography; *Freshman Composition; Higher Education; Interviews; Peer Evaluation; *Student Research; *Writing Assignments; Writing Evaluation
IDENTIFIERS- Ethnographic Evaluation; Writing Thinking Relationship

A semester-long, introductory, freshman composition class (24 students) engaged in fieldwork, interviews, workshopping, a literature review, an ethnography, and a final paper allowing the student to critique their experiences with the ethnographic process. The first 2 weeks were spent familiarizing students with the ethnographic process. Through fieldwork (begun in the third week), students learned to become critical and sensitive participant observers of the subculture they were studying. Students interviewed two informants of their choice. In groups of three or four, students critiqued each others' written work. Students honed their critical skills and were able to place their own work in perspective by writing a literature review. About three-quarters of the way through the course, the students finished their ethnographies, which were reproduced and bound for the students to read. All the students read the collection and then wrote a final paper about the ethnographies they read. Perhaps the most important aspect of the what should be included or how it should be defined. Allan Bloom has argued most strongly that the "Great Books" should form the basis of the core curriculum. Not only is the term itself ambiguous, but the question arises as to how these Great Books are to be taught. Objectives for such a course should be geared toward the goal of producing literate individuals capable of reading works of significance independently, and desiring to do so. Clearly, such goals are not related to any particular texts. Instructors should be wary of what has been called the "rhetoric of liberal culture," a rhetoric which is elitist and aristocratic. Even if they do not sympathize with the advocates of the Great Books approach, however, teachers can admire their sincere search for coherence in the curriculum. Instead of having faith in the power of a certain set of books, attention should be focused on the rhetorical powers of students, the so-called "critical literacy." The return of rhetoric from exile would do much to redress many of the problems now facing the humanities. Assigning rhetoric a central role in the definition of the core curriculum has enormous implications. Writing becomes the very substance of liberal education, teachers are freed from the tyranny of coverage, and the results of the educational experience can be validly assessed. (HB)

ED 346 481 CS 213 398

Reed-Jones, Susan
Faith in the Reality of Belonging: The Story of Alonzo A.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Adult Programs; Adults; Case Studies; Cultural Context; High Risk Students; *Illiteracy; Minority Groups; Reading Research
IDENTIFIERS- *Alcoholics Anonymous

A case study of Alonzo A. illustrates the danger of a monocultural approach to education and provides a living example of the impact of marginalization and alienation on the lives of persons of color. Born in Mexico and raised by grandparents in California, Alonzo dropped out of school in the eighth grade and joined a gang. He was a heroin addict at 16, a convicted felon at 17, and became an alcoholic after kicking his heroin addiction. At 32 years of age, Alonzo was completing his third prison term. Unable to read, all he had learned (with the help of another inmate) was to print his name with difficulty. During and after participation in a work furlough program, he attended Alcoholics Anonymous (AA) meetings which he took to immediately. During his school years Alonzo had developed an extraordinary capacity for memorization that helped him conceal his illiteracy and to pass from grade to grade. Using this capacity, he memorized the passages of text read aloud by various members before each meeting, so that when it came his turn he could recite the text while pretending to read the words. He finally confided to a friend in the program that he could not read. Later, he took adult education night classes and passed his high school equivalency test. Alonzo's change in attitude after joining AA is striking and stems in part from his feeling of belonging--a feeling he never felt in school. It was only when he became part of a literate community material is the best way to sharpen critical thinking and writing skills. (Thirteen references are attached.) (HB)

ED 346 499 CS 213 421

Montgomery, Paula Kay
Approaches to Literature through Theme. The Oryx Reading Motivation Series No. 1.
PUB DATE- 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Junior High Schools; *Literature Appreciation; Middle Schools; *Student Motivation; Teaching Methods; *Thematic Approach
IDENTIFIERS- Aesthetic Reading; *Reading Motivation; Theme (Literary)

Intended to help teachers and librarians inspire students in grades 5-9 to read and keep reading, this book provides literature theme approaches and teaching strategies for reading and studying literature. Chapter 1 discusses approaches, methods, techniques, and strategies in using literature approaches to motivate reading. Chapter 2 defines a thematic approach and its advantages and disadvantages, the origin of a theme, theme exploration, and theme grouping. Thematic traits or characteristics are discussed in chapter 3, while chapter 4 deals with thematic life patterns. Chapter 5 examines thematic symbolic representations, and chapter 6 discusses thematic general truths and interactions. Each chapter also presents suggested teaching methods for teaching specific themes, student activities, and professional and student resources. (SR)

ED 346 500 CS 213 422

Van Vliet, Lucille W.
Approaches to Literature through Genre. The Oryx Reading Motivation Series No. 2.
PUB DATE- 92
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Intermediate Grades; Junior High Schools; *Literary Devices; *Literary Genres; *Literature Appreciation; Middle Schools; *Student Motivation; Units of Study
IDENTIFIERS- Middle School Students; Reading Motivation

Intended to help teachers and librarians stimulate middle school students' reading curiosity, this book provides practical and useful units for the study of literary genres that include stimulating, enjoyable, and meaningful activities. The book contains nine chapters. Chapter 1 presents a curriculum planning blueprint for teaching literature for students. Each of the remaining chapters offers teaching tips and student activities addressing a particular genre--humor, mystery, fantasy, science fiction, realistic fiction, historical fiction, animal fiction, and adventure--and discusses how that genre can motivate student readers. Each chapter also: (1) focuses on an element of literature (tone, plot, design/illustration, theme, characterization, setting, point of view, and style); (2) provides detailed annotated resources

IDENTIFIERS- Collaborative Research

A professor at a small college collaborated with work study students on four individual research projects and also received their assistance in managing the annual conference of the Communication Association of Massachusetts. Based on these experiences, the professor has identified several exigencies and benefits of collaborating with work study students. The exigencies are that: (1) the students make only the minimum wage and may have another job off-campus to earn spending money; (2) hours worked need to be flexible; (3) not much work can be expected from the students before, during, or after examination periods; (4) some students may be unwilling to perform certain functions--for example, a student may be uncomfortable on the telephone; (5) students need to be trained and managed; (6) the more specific the deadline, the more the students need to be managed; (7) it is important to make sure that the faculty member has free access to supervise the students; and (8) faculty members should not expect specific skills from the students before the first meeting. Among the many benefits of using work study students as collaborators are: students can offer a perspective on the research that no faculty peer can; the work study student will probably be a willing co-creator of the research project; students are provided with an applied understanding of course work; having female work study students allows female faculty members to mentor a woman in their own field; and using work study students as research collaborators can make routine work fun. Work study student collaborator research offers both challenges and pitfalls. (RS)

ED 346 520 CS 507 840

Shyles, Leonard

Dewey's Pragmatism in the Postmodern Age of Communication Studies: Separating the Plausible from the Preposterous in Epistemological Analysis.

PUB DATE- Feb 92

NOTE- 34p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (63rd, Boise, ID, February 21-25, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Epistemology

IDENTIFIERS- Deconstruction; *Dewey (John); *Instrumentalism; Postmodernism; Text Factors

Radical deconstruction holds the postmodern view that texts are open to endless interpretation and therefore do not reveal a preferred or stable set of valid meanings. This paper provides an analysis of some epistemological problems of reference that arise from this aspect of deconstruction, and explores ways in which access to the world's referents can be reestablished. In searching for a means of "recapturing the referent," as some hermeneutic scholars have described this problem, pragmatism is considered as an antidote in an intellectual climate where ealism and positivism are for many writers no longer taken seriously. In particular, John Dewey's instrumentalism is assessed as a means of recapturing the referent, thereby providing pragmatic solutions to some postmodern truth and knowledge problems. (Forty-nine notes are included.) (Author) break away from their traditional authoritarian roles suggests the generation of administrative procedures that enhance shared decision-making. (JAM)

ED 346 540   EA 021 083

Achilles, C. M.; And Others
Research Management: The Case for the R&D Center for School Leadership (ABECEDARIAN Views).
PUB DATE- Mar 89
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Supported in part by the Center for Educational Studies and Development, University of North Carolina at Greensboro. The ABC's represent the views of Achilles, Buccino and Carver, the ABECEDARIANS.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Development; Elementary Secondary Education; *Financial Support; *Grants; Grantsmanship; Higher Education; *Leadership; Politics of Education; *Program Proposals; *Research Administration; Research and Development; *Research and Development Centers

This document justifies U.S. government funding of the Southern Regional Consortium of Colleges of Education (SRCCE) proposal for a Educational Leadership Research and Development Center (ELRDC), reviews the formulation of the research and development agenda, lists the several steps leading to the establishment of the center designated to implement the agenda, and discusses the politics involved with the dispersal of federal grant monies among competitors. The ELRDC was designed to discover problems in American pedagogy rather than seek solutions. Educational researchers would employ state-of-the-art information-gathering techniques. The paper concludes by speculating that application for a grant failed because the federal agency responsible for dispersing the grant monies--the U.S. Department of Education--did not want the proposed ELRDC to embarrass American schooling or itself. (126 references) (JAM)

ED 346 541   EA 021 087

Rader, Robert J.
Ethical Dilemma in Staff Terminations--Avoided!
PUB DATE- Jun 89
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; *Discipline Policy; *Dismissal (Personnel); Elementary Secondary Education; *Employment Practices; *Ethics; *Personnel Policy; Public Schools; School Law
IDENTIFIERS- *New York

Incidences of staff terminations under clouded circumstances are filled with legal and ethical dilemmas. The benefits of an informal process similar to "plea bargaining" are discussed. There is less emotional and financial toll for the accused employee, and school boards benefit as well in terms of the media, cumbersome disciplinary procedure, and the prospect of forcing third parties to testify. Discussed is the disturbing

IDENTIFIERS- *Illinois

Findings of a study that determined the relationship between property taxes and individual adjusted gross income and that examined the feasibility of using these data to define an "income wealth" measure by school district are presented in this paper. Illinois Department of Revenue computer tapes for the tax years 1986-88 were analyzed; findings for the year 1988 are reported in this paper. Findings suggest that Illinois' data collection process must be modified to provide the data basic to relevant "wealth" measurement issues. More accurate measurement techniques are needed to assess the following: aggregate income; aggregate income per pupil; aggregate income per capita; aggregate income per return; and median income per return. Other issues include accuracy, completeness, and timeliness. Seven tables are included. (7 references) (LMI)

ED 346 562 EA 023 980

Dickinson, Gerald; And Others
Perceived Teacher Misconceptions about Resource Allocation for Teacher Salaries and a Legislative Response.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Economics; Elementary Secondary Education; Financial Support; *Misconceptions; *Resource Allocation; State Action; State Legislation; *Teacher Attitudes; *Teacher Salaries
IDENTIFIERS- Arkansas

A study identified misconceptions about resource allocation for teacher salaries that generate distrust among stakeholders, and the study examined an Arkansas legislative response to that distrust. Methodology consisted of three questionnaires. The first one was administered to the state financial director/coordinator in each state department of education in the United States, the District of Columbia, and the U.S. territories which yielded 38 out of 53 responses. The second questionnaire was administered to 82 senior-level teacher education students in two universities in two states. The third questionnaire, about Arkansas Statute, Act 10, was administered to 100 Arkansas teachers, 317 superintendents, and 104 state legislators, which elicited 92, 301, and 104 responses, respectively. Findings indicate that: (1) finance directors believed that teachers held misconceptions about resource allocation for teacher salaries; (2) teacher preparation students' perceptions of teacher misconceptions differed from those of financial directors; and (3) teachers, administrators, and legislators disagreed about the major components of Act 10's statutory requirements. A national survey of stakeholder misconceptions and similar legislative actions is recommended. Two tables of data are included. (LMI)

ED 346 563 EA 023 983

Hall, Gene; Galluzzo, Gary
Changing Policy into Practice: School-Based Decisionmaking. Policy Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91

Darussalem.
PUB DATE- Jan 91
NOTE- 24p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Cardiff, Wales, January 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Evaluation; *School Effectiveness; *Self Evaluation (Groups)
IDENTIFIERS- *Brunei

School improvement and self-evaluation efforts in Negari Brunei Darussalam are highlighted in this paper, which focuses on those efforts undertaken since the Ministry of Education's 1990 plan to review the administration of national schools. A questionnaire administered to all primary and secondary schools and colleges elicited information about school administration, personnel, workloads, specialization and turnover, the state of physical facilities, extracurricular activities, and school/community relations. School improvement goals are to provide teacher inservice training and additional resources, reconstitute the role of primary and secondary school heads, and improve curriculum and materials. Appendices contain eight statistical tables dealing with the topics of population, sex, age, education level, the labor force, school buildings, government expenditure on education, and the number of candidates sitting and passing public examinations. (12 references) (LMI)

ED 346 583   EA 024 015

Ikpa, Vivian W.
The Norfolk Decision: The Effects of Converting from a Unitary Educational System to a Dual Educational System upon Academic Achievement.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- *Academic Achievement; Access to Education; *Busing; Court Litigation; *Desegregation Plans; Elementary Secondary Education; Equal Education; Racial Discrimination; *Racial Integration; *School Desegregation
IDENTIFIERS- *Norfolk City Schools VA

As a means of achieving a unitary school system, a mandated busing policy was implemented by the Norfolk, Virginia, public school system in 1986. This study examined the extent to which individual characteristics, school characteristics, and busing affected the student achievement gap between the busing and postbusing years. Methodology involved multiple regression analysis of: (1) the dependent variable, the achievement test scores of 431 fourth-grade students (228 African-Americans and 203 whites) for the busing year 1985-86 and the nonbusing year 1986-87; and (2) the independent variables, individual and school characteristics. Findings indicate that positive relationships existed between the gap in achievement test scores and Chapter 1, race, school income level, and the average number of library books. Negative relationships existed between the achievement gap and gender, school building age, one-on-one tutorial setting. Elements of the program--teaching materials, a typical lesson, student/teacher interactions, and professional development--are described in detail. A conclusion is that the program effectively combines four elements of the current educational reform movement: top-down direction; bottom-up discretion; a focus on individual students; and professional development. Success depends upon a serious investment in faculty development and the formation of supportive district and state level policies. (41 references) (LMI)

ED 346 605 EA 024 054

Osborne, Bill
Utilizing Educational Corporate Culture To Create a Quality School.
PUB DATE- 92
NOTE- 15p.; Paper presented at a Conference "Creating the Quality School" (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Improvement; *Educational Quality; Effective Schools Research; Elementary Secondary Education; *Organizational Change; *School Effectiveness
IDENTIFIERS- *Organizational Culture

Strategies for utilizing educational corporate culture to create a quality school are presented in this paper, which argues that the understanding of the shared belief system of organizational members is crucial to the process. Creating a quality school entails moving from a "teach the process" oriented model to one that internalizes the desired components of the educational corporate culture. To accomplish this, the organization must be examined in terms of the past, present, and future. Strategies include induction of new members through a focus on customs, maintenance of the organization through collegial relationships, and using risk-taking to improve competence and confidence. In addition, a knowledge of the corporate culture facilitates effective leadership. Conclusions are that school improvement models must connect with the educational corporate culture for affecting long-term, meaningful change, and that any effective plan for organizational improvement must impact both individual and organizational goals. (16 references) (LMI)

ED 346 606 EA 024 055

Sadler, Lynn Veach
Some Recommendations for Education (and All of Us): Valuing Differences as Collaboration beyond Outcomes Assessment and Total Quality Management/Demingism.
PUB DATE- 92
NOTE- 28p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Cooperation; *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Government School Relationship; *Role of Education

contact with problems. The final session is on refocusing with sections on the least restrictive environment and ongoing advocacy. A glossary of 32 terms and appendixes (suggested evaluation forms, state and federal resources, pertinent federal legislation, and fact sheets covering the major disabilities) complete the document. (DB)

ED 346 625 EC 212 755

Silverstein, Jo Ann
Serving Handicapped Children: A Special Report. Number One.
PUB DATE- Dec 88
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Practices; Elementary Secondary Education; Federal Legislation; Handicap Identification; *Health Services; Incidence; Individual Needs; Mainstreaming; Parent Attitudes; Parent Participation; School Districts; Socioeconomic Status; *Special Education; *Student Placement; Teacher Attitudes
IDENTIFIERS- Education for All Handicapped Children Act

This report provides an overview of the Collaborative Study of Children with Special Needs, documenting the range of health and special education services provided for disabled students under the Education For All Handicapped Children Act. The study included surveys and interviews with parents of 2,000 disabled school children in five large United States school districts: Charlotte-Mecklenburg, North Carolina; Houston, Texas; Milwaukee, Wisconsin; Rochester, New York; and Santa Clara County, California. Teachers for 1,000 of the students were also surveyed. The study found that, in general, parents are satisfied with the services their disabled children receive, the vast majority of disabled students attend regular schools and spend at least part of the day in regular classes, the percentage of the elementary school population deemed eligible for special education ranged from 7.6% to 13.4%, and the socioeconomic status of the special education children mirrored that of the total school population in each district. On the negative side, the report concludes that: fewer than half of the parents participate in decisions about the services their children receive; physicians rarely participate in decisions about placement or services; few after-school, summer, or day care programs are available; and children with mild mental retardation or emotional disturbance remain in a "gray area" where their needs are neither well-defined nor well-served. (JDD)

ED 346 626 EC 212 821

Horn, Christy A.; And Others
Educational Center for Disabled Students. 1985-1986 Final Report. Demonstration Project.
PUB DATE- 87
NOTE- 105p.; For related documents, see EC 212 822-823. Appendix M, "Newsletters," not in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Students; Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Higher Education; *Learning Disabilities;

materials, and three references are listed as sources for more information. (JDD)

ED 346 647 EC 301 259

Woodrum, Diane T.; Savage, Luise B.
Children Who Are Learning Disabled Gifted: Where Do They Belong?
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Creativity; Emotional Development; *Gifted; *Gifted Disabled; Junior High Schools; *Learning Disabilities; *Student Characteristics; Student Motivation

This pilot study investigated characteristics of three groups of sixth, seventh, and eighth grade children (total N=15) in West Virginia: (1) gifted children with learning disabilities (LDG), (2) gifted children without learning disabilities, (3) non-gifted children with learning disabilities (LD). Subjects were assessed on measures of higher congnitive processes (Raven's Progressive Matrices), creativity (Torrance Tests of Creative Thinking), divergent feeling (Exercise in Divergent Feeling), and motivation (Scales for Rating the Behavioral Characteristics of Superior Students). On all measures, the LDG group resembled the gifted group more than they did the learning disabled group. Differences were statistically significant between gifted and LD and between LDG and LD groups on all cognitive characteristics except deductive reasoning and verbal creativity. On several cognitive tests, tests of divergent feelings, and motivation, the average mean of the LDG group exceeded that of the gifted group. Differences among all groups on deductive reasoning, divergent feelings, figural creativity, and motivation, however, were not significant. (19 references) (DB)

ED 346 648 EC 301 260

Reid, Brian D.; And Others
Research Needs in Gifted Education: A Study of Practitioners' Perceptions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 21 Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Curriculum Development; Elementary Secondary Education; *Gifted; Inservice Teacher Education; Instructional Effectiveness; Minority Groups; National Surveys; Research Methodology; *Research Needs; Statistical Analysis; Student Evaluation; Student Needs; Teacher Attitudes; Underachievement

A random sample of educators (a total of 2,238 responses from teachers of the gifted, classroom teachers, and gifted education program coordinators) were surveyed regarding their views on major research needs in gifted education. The study evaluated these views as well as differences between groups of

NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Demonstration Programs; Educational Media; Elementary Secondary Education; Material Development; Perceptual Motor Learning; *Physical Disabilities; Prostheses; Psychomotor Skills; *Robotics; Training Methods
IDENTIFIERS- Columbus Public Schools OH

This 18-month pilot project, which ran from October 1, 1987 to March 31, 1989, developed a prototype robotic arm for educational use by students with severe orthopedic disabilities in the Columbus (Ohio) Public Schools. The developmental effort was intended first, to provide direct access to currently available instructional materials and, second, to provide a new type of learning activity to foster these students' cognitive, affective, and psychomotor development. During the course of the project, seven children with severe orthopedic disabilities learned how to use a robotic arm to pick up, place, examine, and otherwise manipulate regular educational and household items in instructional activities. The project also produced a training methodology for educational robotic environments and investigated psychological and logistical impacts of a robotically aided educational environment. It identified issues involving accessibility, software design, and curriculum integration. Appendices include samples of data collection instruments and the following articles: "Software-based Access and Control of Robotic Manipulators for Severely Physically Disabled Students" (Richard D. Howell and Kenneth E. Hay); "Robot Technology: Implications for Education" (Paul E. Post, et al.); "Designing an Educational Computer Game: Guidelines That Work" (Audree Reynolds and Jeanette V. Martin); and "Design Issues in the Use of Robots as Cognitive Enhancement Aids for Disabled Individuals" (Richard D. Howell et al.). (DB)

ED 346 665 EC 301 277

Kelso, David; And Others
Alternate Access Interface for Mouse and Touchpad Input. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Computer Uses in Education; Elementary Secondary Education; *Input Output Devices; Keyboarding (Data Entry); Mainstreaming; Microcomputers; *Physical Disabilities; Technological Advancement
IDENTIFIERS- *Trace Transparent Access Module

This final report describes a federally funded project (September 1987-August 1989) which developed the "Trace Transparent Access Module," a device which interfaces with standard computers thus allowing children with physical disabilities to participate fully with nondisabled children in classrooms. The module is a small, microprocessor driven device which emulates the activity of the keyboard and mouse on several models of Apple and IBM computers. It enables individuals with disbilities who cannot use a standard keyboard and mouse to input keystrokes and mouse movements, thus allowing access to all the same software

The Slower Learner: An Advocate's View. Practitioner's Guide Series Number Two.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Curriculum Development; Elementary Secondary Education; Eligibility; High Risk Students; Parent School Relationship; Referral; *Slow Learners; Special Education; *State Standards; *Student Characteristics; *Teaching Methods
IDENTIFIERS- *Texas

This guide is intended to provide an overview of advocacy issues relating to slow learners in Texas schools. A summary of the research on characteristics of slower learners and successful instructional strategies for these children are also included. The overview addresses slow learners' lack of eligibility for special education, identification of slow learners, and numbers of slow learners. The next section discusses characteristics of these children including lower learning potential, immaturity, a lack of social skills, concrete thinking style, inability to learn incidentally, trouble in generalizing learning, and difficulty in following directions. Suggestions for working with parents are then offered. The following section presents suggested teaching strategies including utilizing the mixed ability classroom; modifying curriculum, pacing and presentation; considering learning styles; supplementing the textbook; lowering reading levels; highlighting; use of study guides; peer tutoring; learning in cooperative groups; developing study skills; homework; modifying tests; and modifying grading. The concluding section considers effects of educational reform, state requirements for identifying students at risk, and slower learners as students at risk. A compliance statement with the 1964 Civil Rights Act completes the document. (Approximately 100 references) (DB)

ED 346 686 EC 301 301

Assessing and Serving Children with Attention Deficit Hyperactivity Disorder: A Report to the Seventy-Second Texas Legislature and a Memorandum from the United States Department of Education.
PUB DATE- Jan 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Drug Therapy; Educational Administration; Elementary Secondary Education; Family School Relationship; *Hyperactivity; Incidence; Inservice Teacher Education; Instructional Development; Regular and Special Education Relationship; Special Education; *State Programs; *State Standards; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Texas

These guidelines and proposed program for Texas children with attention deficit hyperactivity disorder (ADHD) were developed of others, because they felt inferior to others, or because they were concerned about causing disruptions of the process. Behaviors present in the meetings included one person controlling the meeting and attempts at minimizing or suppressing negative feelings of others. There was a need to promote rational, rule-oriented decision-making. In 7 of 12 placement decisions, eligibility for special education services was based solely on one piece of information. There were frequent references by professionals to "retesting" students until they qualified for specialized programs. Second language issues appeared to cause difficulty for the meeting participants. Implications of the study findings are discussed. (JDD)

ED 346 705   EC 301 320

Nober, E. Harris; Nober, Linda M.
New and Innovative Educational Directions for Young Hearing Impaired Children in the United States.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); *Early Intervention; *Educational Legislation; Ethnic Groups; Federal Legislation; *Hearing Impairments; Preschool Education; *Program Development; Special Programs; Special Schools; Young Children
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This report analyzes, via site visitations and telephone interviews, a sample of 23 well-established training programs which serve young hearing-impaired children, for compliance with Public Law 99-457. The programs represent 16 states and the District of Columbia, with several of the programs being recommended for the study by federal government officials. The study found that all states and programs complied with the specifications of Public Law 99-457. At considerable expense, these programs had launched parent/infant components, increased staff development, added space, and developed interagency networks. Programs reported more minority and multicultural students than reported in the past. Teacher, administrator, and staff personnel lacked proportional ethnic representation relative to student composition. All programs employed at least one speech/language pathologist and one audiologist, and contained aural rehabilitation and assistive device units. There was a growing use of American Sign Language as the instructional language mode for communication. Hearing-impaired students were often classified as multiply handicapped because of concomitant language and other limitations. (18 references) (JDD)

ED 346 706   EC 301 321

Kim, Dong-il
Teachers' Data Utilization Rules Reconsidered: Relative Contributions of Alterable and Unalterable Elements of Instruction to the Progress of Students with Learning Disabilities.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-

IDENTIFIERS- Irrigation

This student manual provides a basic text for those preparing for greenhouse and floriculture work. At the beginning of each chapter, competencies are listed, along with related math and science concepts, and a list of "terms to know"; figures, tables, and photographs may be included. At the end of each chapter, a self-check can be made of the information learned by using the review questions. There are 13 chapters in this manual: (1) overview of the greenhouse industry; (2) greenhouse structures; (3) controlling the greenhouse environment; (4) greenhouse equipment and lighting; (5) greenhouse irrigation systems; (6) root media and containers; (7) nutrition; (8) integrated pest management; (9) plant height control by day-night temperature regulation; (10) bedding plant production (including geraniums); (11) flowering potted plant production; (12) minor potted crops; and (13) cut flower production. Sixteen references and a glossary are included. (NLA)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; Industrial Personnel; *Job Analysis; *Job Skills; *Machine Repairers; *Maintenance; Manufacturing; Occupational Information; Secondary Education; *Trade and Industrial Education; Troubleshooting; Vocational Education
IDENTIFIERS- Idaho

This Technical Committee Report prepared by industry representatives in Idaho lists the skills currently necessary for an employee in that state to obtain a job in industrial maintenance technology, retain a job once hired, and advance in that occupational field. (Task lists are grouped according to duty areas generally used in industry settings, and are used as the basis for modules in the statewide curriculum guide development process and for generating student profiles.) The first section of the guide is the task profile, which provides the Idaho code number for the occupation and outlines major concepts/content, laboratory activities, teaching considerations, and intended outcomes. The guide then lists the following 28 tasks with subtasks (competencies) for industrial maintenance technology: employability skills; general safety precautions; blueprints; shop skills; hand tools; portable power tools; stationary shop equipment; troubleshooting; gas welding and cutting; arc welding and cutting; electricity and electronics; elements of mechanics; lubricants; drive components; bearings; pump maintenance and repair; piping systems; hydraulic systems maintenance and repair; troubleshooting hydraulic systems; air compressors; pneumatic systems; industrial pollution control systems; rigging; equipment installation; machine shop turning operations; machine shop milling operations; machine shop job analysis; and maintenance management systems. (KC)

ED 346 290 CE 061 317

York, Walter
Forest Technician. 2 2 Articulated Curriculum in Agricultural Technology.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational Education.
PUB DATE- 91
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Career Ladders; Competency Based Education; Course Descriptions; Environmental Standards; *Forestry Occupations; *Instructional Materials; Job Analysis; *Lumber Industry; *Paraprofessional Personnel; Pests; Plant Pathology; Postsecondary Education; Prerequisites; Public Relations; Required Courses; Secondary Education; Supervision; Vocational Followup
IDENTIFIERS- *2 Plus 2 Articulation Plan

This 2 2 articulated curriculum for the occupation of forest technician includes the following: program results and benefits; job description--forest technician; curriculum objective; duty and task listings for forest technician; recommended secondary and postsecondary course options flowchart; recommended student prerequisites; basic outlines for secondary and postsecondary courses; reference materials list; line drawing of recommended facility; list of recommended tools and equipment; competency profile; student monitoring and follow-up; career ladder information; recommended teacher approval criteria; and articulation agreement. Substantial lists of reference materials include the following: a list of references by secondary course title, a general reference list supplemental to course listings, and postsecondary references. Fifteen forest technician duties are listed: cruise timber; timber sales security; timber acquisition; timber marking; herbaceous control; insect and disease control; supervision of employees and contractors; job improvement; environmental impact management; public relations; controlled burning; site preparation; regeneration; record management; and operate and maintain equipment. For each task under a duty, the following are given: performance objective, standard, materials needed, enabling objectives, and performance guides. (NLA)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Budgets; Consumer Education; Credit (Finance); *Housing; *Loan Repayment; *Money Management; Real Estate
IDENTIFIERS- *Mortgages

This guide to creative home financing outlines basic concepts needed in shopping for a home loan. Many plans are described so that buyers can make their own decisions. The guide contains three sections: (1) getting started--highlighting the essentials; (2) defining terms; and (3) payment tables. The first section summarizes 15 financing plans in a reference chart: fixed rate mortgage; 15-year mortgage; adjustable rate mortgage; renegotiable rate mortgage (rollover); balloon mortgage; graduated payment mortgage; shared appreciation mortgage; assumable mortgage; seller take-back; wraparound; growing equity mortgage (rapid payoff mortgage); land contract; buy-down; rent with option; and reverse annuity mortgage (equity conversion). Type, description, and considerations are included for each plan. In addition to defining the 15 summarized plans, the second section discusses changing rates, reading the fine print, and losing ground. The third section includes some financial tables to estimate the monthly costs for principal and interest of a specific mortgage or loan. An index and Federal Trade Commission addresses and phone numbers are included. (NLA)

Education; *Policy Formation; *Program Development
IDENTIFIERS- *Caribbean

A Unesco-sponsored conference on literacy was convened to establish a working definition for functional literacy relevant to the Caribbean; to develop strategies aimed at eradicating illiteracy by the year 2000 or achieving a substantial reduction in illiteracy; to assess skills for the production of materials for adult literacy; to develop strategies for linking literacy efforts with the attainment of skills; and to develop a draft plan for the International Decade of Literacy. A total of 53 persons from 10 Caribbean countries participated. The opening address was given by Burchell Whiteman, who noted that the challenge was not only to devise strategies for adult literacy, but also to ensure that basic education becomes a reality for all children by the end of this century. The 14 formal sessions of the conference included a brief review of literacy in the region, technical presentations, workshop sessions, a roundtable discussion on literacy in the workplace, and an address by Jamaica's Minister of Education, Carlyle Dunkley, on "Education for All--Implications for Caribbean Community (CARICOM) Countries." The draft action plan devised at the conference included a mission statement; a definition of functional literacy; and the recognition of needs in the areas of research, public awareness planning, organizational structure, training, infrastructure, budget considerations, motivation and recruitment, mobilization of interests, situational analysis, and evaluation. (The text of a resolution passed at the convention and a list of participants are appended.) (KC)

PUB DATE- Jun 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Adult Learning; Adult Literacy; Adult Students; *Beginning Teachers; Check Lists; Classroom Techniques; English (Second Language); Faculty Handbooks; High School Equivalency Programs; Learning Activities; Lesson Plans; Media Selection; Student Evaluation; *Teacher Orientation; Teaching Methods
IDENTIFIERS- 353 Project; General Educational Development Tests

This manual is designed for all adult education staff in the Cleveland Heights-Univesity Heights (Ohio) Public Schools who have worked in adult education for 1 year or less. It is intended to help staff participants develop an introduction to knowledge, skills, and approaches for working with adult learners. Contents include literacy statistics, the Ohio Department of Education program plan for adult basic education, and common acronyms in adult education. The following materials are provided in a section on the profile of the adult learner: characteristics of adult learners, motivating factors in the teaching of adults, and the environment for teacher adults. The next section contains techniques and activities that can be implemented in multilevel groups and lab format classes. Lesson plans illustrate effective procedures in adult basic education teaching. They include English as a Second Language, General Educational Development (GED), basic skills, and pre-GED. Each lesson plan details subject/topic, objectives, materials, format/procedures, and evaluation. Other sections contain the following: checklists that provide instructors with the necessary sequence of skills that should be mastered in the major curriculum areas; descriptions of tests that can be used to assess students; information on choosing materials; classroom management forms; information on ERIC; a list of videotapes for the classroom; information for potential GED applicants; and a code of ethics for volunteer tutors. (YLB)

and healthy life choices. (NB)

ED 346 367 CG 024 274

Land, Kenneth C.; McCall, Patricia L.
The North Carolina Court Counselor's Intensive Supervision
Experiment, Phase III: Final Evaluation Report.
SPONS. AGENCY- North Carolina Administrative Office of the
Courts, Raleigh.
PUB DATE- 31 May 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counselor Role; *Delinquency; *Juvenile Courts;
*Program Effectiveness; *Recidivism; Runaways; *Supervision;
Truancy; Youth Problems
IDENTIFIERS- North Carolina; *Status Offenders

For 3.5 years, North Carolina has conducted a randomized experimental program designed to provide intensive supervision services for undisciplined youths (status offenders) placed under the protective supervision of the juvenile courts. Updated results from an ongoing systematic evaluation of the project indicate that, for undisciplined youths with no prior history of court referrals for delinquent acts, the Intensive Protective Supervision Program provides a reduction of 15 to 20 percent in the rate of progression to delinquent offenses during the supervision period and a cumulative (supervision period plus up to one year after supervision) reduction of 25 to 30 percent relative to the corresponding rates observed for youths in regular protective supervision. Experimental results also indicate: that early intervention (i.e., for status offenders who have not yet been referred to the courts for delinquent acts) facilitates reduction in subsequent delinquent behavior; that the reduction occurs primarily in referrals for nonfelony delinquent offenses; that there also are intensive supervision effects on reducing the runaway and truancy offense recidivism rates; that intensive supervision has a longer lasting (post-supervision period) effect than regular supervision; that measurement scales can be developed for predicting which characteristics of a youth client and her/his family are likely to lead to success in the intensive supervision program; and that, for the continuing effectiveness of intensive supervision, it may be essential to provide counselors with periodic morale-boosting attention and training in counseling and therapeutic methods to guard against the possibility of counselor burnout. (Author)

demographic information, types of problems any family member may have experienced during the last year, whether assistance was sought and from whom, and the degree of satisfaction with the help. The experience of at least one problem was reported by 196, or 79%, of the respondents. Only 47 or 24% reported receiving assistance by someone else. Contrary to expectations, only 15% reported receiving help from a relative while 38% saw a mental health professional. Likewise only 19% reported seeing a non-professional human service provider such as a priest or folk healer. Physicians were the source of help sought by 51% of respondents. There was not a significant difference in the percentage of those with high acculturation and low acculturation in experiencing problems. The low and high acculturation groups did not differ significantly in the frequency of use of any of the sources of help. (ABL)

predicted 60% of the variance in the total Client Rating Form-Short score, with each subscale having its own predictor. The findings suggest that different hypothesis components are differentially related to the counselor attributes of expertness, attractiveness, and trustworthiness. (Author/NB)

ED 346 405   CG 024 314

DeBlasio, Cynthia L.; Ellyson, Steve L.
Expression of Power and Heterosexual Attraction.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Attraction; *Interpersonal Communication; Sex Differences
IDENTIFIERS- *Power

Facial attractiveness has been the focus of considerable research in social psychology. Nonverbal behaviors emitted by the face may affect the perceived attractiveness of males and females differently. Visual behavior has particularly important functions in regulating social interaction and in establishing and conveying social power. Power and attractiveness may conflict, especially in American culture where men are attributed with more social, political, and economic power than women. To investigate the relationship between emitted power and attractiveness, this study used videotapes of men and women engaged in discussion with one another who displayed different levels of visual dominance behavior. Male (N=106) and female (N=109) college students viewed one of 18 prerecorded videotapes of males and females engaged in conversation. The tapes varied in naturally occurring expressed power (visual dominance behavior). Subjects rated one of the interactants for power and for attraction. Unlike previous research, subjects of both sexes rated stimulus males and females as more attractive when they emitted higher levels of visual dominance (p .001). There were no significant sex differences in the findings. These results question the degree to which displays of power are interpreted consistently both by and for women and men. (Author/NB) divorce rate and an increased rate of out-of-wedlock child bearing means that almost one-fourth of all children in the United States lived with only one parent in the late 1980s. The single most pervasive stressor in the lives of women and children is poverty. Non-familial caregiving has become commonplace and the need for quality child care is projected to increase. It is clear that the family is reeling from the combined effects of a multitude of stressors. It seems imperative that counselors must be able to identify social factors which contribute to problems faced by today's youth and to advocate preventive measures to ensure optimal development of all people. (ABL)

ED 346 425 CG 024 334

Robertson, Gwendolyn
School-Based Peer Mediation Programs: A Natural Extension of Developmental Guidance Programs.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arbitration; Developmental Programs; Elementary School Students; Elementary Secondary Education; *Peer Relationship; School Counseling; *School Guidance; Secondary School Students
IDENTIFIERS- *Peer Mediation

School-based peer mediation programs are natural extensions of the kindergarten-grade 12 developmental guidance programs. Peer mediation programs not only provide schools with alternatives to traditional discipline practices, but also teach students important life skills. Existing research on peer mediation is very limited, yet promising. This paper highlights five successful school-based peer mediation programs around the country, presenting research on their effectiveness and discussing issues facing school counselors who wish to introduce a school-based peer mediation program into their schools. The five programs described include: (1) PROJECT SMART (School Mediators Alternative Resolution Team), implemented in several of New York City's high schools; (2) the Conflict Manager Program implemented by the Community Board of San Francisco and adapted for schools in North Carolina; (3) the Wakefield Junior High Peer Mediation Program implemented in Tucson, Arizona and modeled after the Conflict Manager Model; (4) the Hawaii Mediation Project, first piloted at Farrington High School and now serving 12 high schools, and intermediate schools in Hawaii; and (5) the Mediation in the Schools' Program in New Mexico. Following descriptions of each program and the research conducted to evaluate each program, there are sections discussing characteristics of successful programs, issues in selecting and training mediators, and implications for school counselors. (NB)

Reading Achievement; *Reading Instruction; *Social
Responsibility; Teacher Student Relationship
IDENTIFIERS- *Caring; Reading Uses

As a result of criticism of the schools, educators have made modifications in many reading curricula that have resulted in an increased emphasis on reading achievement and a lessened emphasis on using reading to help students develop citizenship, social responsibility, and caring. Reading instruction needs to be thought of not only in terms of the degree to which reading performance can be improved, but also in terms of the degree to which students learn to become socially responsible citizens. Reading teachers should be models of caring persons during reading instruction, listening attentively to students and giving help when needed. Homogeneous grouping and individualized instruction minimize opportunities to teach caring. Teachers should consider having students work together in pairs and small groups on reading and writing tasks for which the groups as a whole must bear responsibility. Cross-grade grouping often gives students real opportunities to help others and to be helped. Careful selection of reading materials and directing discussion of that material after it is read can lead to growth in caring and social responsibility. Finally, the way in which a teacher designs the reading environment in the classroom can help promote social interaction, caring, and cooperation among students. It is incumbent on reading educators to search for ways to promote the development of caring, citizenship, and social responsibility within the context of academically-oriented reading instruction. (RS) ethnographic process is that students begin to see how their own cultural ideas and beliefs influence how they portrayed the subculture they portrayed. The instructor must work with as many different projects as there are students and be familiar with ethnographic techniques. The ethnographic approach is a valuable tool in the freshman composition classroom because it exemplifies many aspects of the writing process and makes the students integrate information from a variety of sources, showing them that writing is more than just words on paper. (RS)

ED 346 464   CS 213 375

Aronson, Anne
Outsiders Within: Identity Conflicts in Non-Traditional Student Writers.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; College Students; *Females; Higher Education; *Nontraditional Students; Reentry Students; *Role Conflict; *Self Concept; *Student Attitudes; Writing (Composition); *Writing Attitudes
IDENTIFIERS- *Identity (Psychological)

A study examined how a group of non-traditional students approached the issue of multiple identities, i.e., those identities of gender, race, culture, ethnicity, region, nation, class, sexual orientation and so on that made up each individual self. In-depth interviews with eight returning adult women attending a Catholic women's college in the midwest explored principally the women's histories as writers, but also their lives as students, daughters, partners, workers, etc. Comments from three study participants illustrate the two major patterns in how participants' multiple identities affected them as writers. In the first pattern, women who feel alienated or estranged from one or more of their identities or have difficulty living with the tension created by conflicting identities, tend to see themselves as less empowered writers. In the second pattern, women who are able to juggle, negotiate, and/or integrate their multiple and conflicted identities tend to experience themselves as writers who can move about with ease and confidence among many discourses and writing situations. They are what sociologist Patricia Hill Collins calls "outsiders within," writers who see their conflicting identities as an opportunity rather than a barrier to voice. Ideally, classrooms provide students like these with places where they can sort through their identities--places which respond positively to the rhetorical and discursive ruptures which may result as they affirm their plural selves. (SR) that he considered valuable, and that considered him valuable, that he gained the desire for literacy. Alonzo's story illustrates the real nature of the "literacy crisis" and it illustrates the danger of the assumption that literacy is somehow removed from the values of the culture in which it is embedded. (RS)

ED 346 482 CS 213 399

Devitt, Amy J.
Reconsidering Genre in Composition.
PUB DATE- 19 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Discourse Modes; Higher Education; *Literary Genres; Literary Styles; Rhetoric; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Composition Theory; *Discourse Communities; Writing Contexts

The concept of genre should not be limited to literary genres, but should be expanded to include all types of texts, including those traditionally considered to be nonliterary. Essentially, many things about writing work the way they do because of genre, and a better understanding of genre can give us a better understanding of writing, reading and texts. Genre offers a great deal since it embodies a rhetorical situation and a discourse community. The form that a text takes represents writers' choices in response to a given situation. Genres allow teachers to see various types of values and audiences, and to generalize about communities and their situations. A better understanding of genre could have a powerful impact on an understanding of the processes of writing and of certain long-standing problems of composition theory. For example, study of the process of revision may be greatly clarified by bringing in issues of genre. Students might write better if they were given a better understanding of genre, allowing them to aim at a generic "ideal" text when revising. Writing instructors would do well to give more pedagogical and theoretical attention to genre than they currently do, starting with the plain fact that it is a powerful concept essential to any understanding of writing. (HB) illustrating its use, and (3) focuses on a particular critical thinking and communication skill. (SR)

ED 346 501 CS 213 424

English 36: Senior High School Language Arts. Program of Studies/Curriculum Guide. Integrated Occupational Program.
PUB DATE- 92
NOTE- 81p.; Some pages have shaded (colored) material which may not reproduce well. For Teacher Resource Manual, see CS 213 425.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Curriculum Guides; *English Curriculum; English Instruction; Foreign Countries; High Schools; *Language Arts; *Special Programs; Student Needs
IDENTIFIERS- *Alberta; Canada

Designed for students who have experienced difficulty with language arts in the regular program, this curriculum guide outlines the Integrated Occupational English Language Arts Program of Alberta, Canada, a program which focuses on the need of the learner to experience success, and which is designed to enable students to become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The guide's 12 sections are as follows: (1) Rationale; (2) Philosophy; (3) Goals of the English 36 Program; (4) Model for the English Language Arts Program; (5) Interpersonal Skills and the Social Sphere; (6) Required and Elective Components; (7) Learning Resources for English 36; (8) Planning; (9) Methodology; (10) Evaluation; (11) Scope and Sequence; and (12) Program of Studies/Presentation of Content. (SR)

ED 346 521 CS 507 841

Winsler, Adam; Diaz, Rafael M.
Private Speech in the Classroom: The Effects of Activity Type, Presence of Others, Classroom Context, and Mixed-Age Grouping.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; *Classroom Environment; Classroom Research; Kindergarten; *Kindergarten Children; Language Research; Primary Education
IDENTIFIERS- California (San Francisco); Mixed Age Groups; *Private Speech

A study addressed the question of how young children's spontaneous use of private speech in the kindergarten classroom varies as a function of contextual variables, such as type of activity, immediate presence of others, degree of teacher-given structure, and classroom age composition. Twenty children from two classrooms (one mixed-age, one same-age) were systematically observed in their regular kindergarten classroom for four weeks, using a time-sampling procedure. Results from ANOVA, chi-square, and logistic regression analyses indicated that young children's use of private speech does vary systematically according to the immediate physical and social context. More specifically, children were found to use more self-regulatory language when they were: (1) engaged in goal-directed task activity, compared to free play or other activities; (2) when they were in a classroom context which provided an intermediate degree of teacher regulation, compared to contexts in which either very little or a great deal of external structure was present; and (3) when they were with their younger classmates, compared to either their same-age or older peers. No differences in overall private speech usage were found between the mixed-age and same-age class. Frequency of private speech did not vary depending on whether children were alone, with other children, or with adults. (Four figures of data and 37 references are attached.) (Author/SR)

provision often written into termination agreements that prohibits the school system from disclosing the reasons behind the employee's departure from the district. The New York State School Boards Association policy services department developed a school employees termination policy that allows the school board to enter settlement negotiations on a sure footing. (SI)

ED 346 542   EA 021 184

The Replication Grant: A Planner's Guide. So You Want To Write a Replication Grant?
PUB DATE- Jun 87
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Grants; *Grantsmanship; Program Development; *Program Effectiveness; *Program Implementation; *School Effectiveness
IDENTIFIERS- *New York; *Replication

The replication process assists schools of New York State in the implementation of one or more objectives of a nationally or state validated program that would result in the implementation of a more efficient or effective program in those schools. The guide includes a process overview, a reference guide, an adoption guide, a proposal guide, a grant format, needs data, an attempted solutions guide, adopation procedure guide, a proposal guide, a grant format, needs data, an attempted solutions guide, an implementation plan, a local planning guide, a proposal quality guide, a budgeting guide, and helpful hints. (SI)

NOTE- 57p.; A product of the State Policy Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Innovation; *Educational Policy; Elementary Secondary Education; *Participative Decision Making; Program Implementation; *School Based Management; *State School District Relationship

Issues in transforming educational policy into practice are examined in this report, with a focus on the implementation of school-based decision making (SBDM). The importance of understanding change as a process is underscored in the introduction. The first section offers a definition of and the rationale for school-based decision making and provides examples of innovative programs. The second section presents a review of school-based decision making and the research on educational change. Four major areas of the research on change include potential users' perceptions, participants' concerns, the principal's role, and patterns of change. The third section examines four issues faced by people responsible for SBDM--time, professional development, formation of an adoption strategy, and support for change. A conclusion is that the rate of the change process is affected by participants' perceptions, their movement through documented stages of concern, and the adopting principal's facilitator style. Successful change, however, often results in diverse patterns of innovation among schools. (39 references) (LMI)

and average teacher salary. The paper begins with an overview of educational desegregation litigation in the United States and the background of Norfolk's efforts to create a desegregated unitary school system. Two tables are included. (21 references) (LMI)

ED 346 584 EA 024 016

Prosser, Jon
Becoming a School and the Development of School Culture.
PUB DATE- Jan 92
NOTE- 10p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada). January 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Foreign Countries; *Institutional Environment; *Intergroup Relations; *Organizational Climate; *School Effectiveness; School Organization; Secondary Education
IDENTIFIERS- *England

The development of school culture within a comprehensive school in northern England, Deangate School, is examined in this case study, with a focus on the process of self-definition. Two aspects of school culture emerged as significant to the process of "becoming": generic culture, that which is common across secondary schools; and unique culture, that quality that differentiates between schools. The development of school culture through the evolutionary interaction between generic and unique culture is described. Conclusions are that both kinds of culture are resistant to change and that primary definers play a key role in shaping unique culture. A cultural map is proposed on the basis of degree of overlap between "negative" and "positive" space. One figure depicts the stages of becoming. (LMI)

Recommendations for a national educational agenda that is based on tolerance for cultural diversity and real collaboration are presented in this paper with emphasis on the W. E. Deming model of Total Quality Management, or "Demingism." Two problems in American education are academic performance and the failure of disadvantaged schools. Ten recommendations are discussed; they call for: (1) an educational vision that sees the role of education as going beyond job preparation to promoting the students' "full humanity"; (2) a national task force for establishing guidelines for finding nonpartisan solutions at both federal and state levels; (3) a National Educational Compact that defines education's leadership role and a belief that students can learn; (4) a national information clearinghouse for accessing approaches, experiments, and ideas being tried or proposed; (5) a national task force to find ways to apply theories of cognitive development, optimal learning stages, and the functioning of the brain not only to education but from birth; (6) a national task force to synthesize research on learning styles, develop teaching techniques, and encourage development of software for learning styles; (7) a national higher education task force for research dissemination; (8) a national task force to synthesize the assessment and total quality management approaches; (9) an increase in college presidents' involvement; and (10) the reading of Ron Miller's "What Are Schools For? Holistics Education in American Culture." (85 references and 49 endnotes) (LMI)

Microcomputers; *Physical Disabilities; *Program Development; Special Programs; Student Attitudes

IDENTIFIERS- *University of Nebraska Lincoln

The report documents first year activities of the Educational Center for Disabled Students serving college students with a broad range of both physical and learning disabilities at the University of Nebraska-Lincoln. Center goals include improving student academic performance and attitudes through the use of computer technology and academic skills training, establishing the Center utilizing appropriate computer equipment and software, and disseminating model project information. First year activities focused on development of the Center, obtaining technological and supplemental equipment and materials, and determining how these materials could best be utilized. Other first year activities included developing an evaluation plan to guide formative activities, identifying the population to be served, identifying additional academic skill training to supplement use of the technological equipment, and initiating project dissemination activities. Preliminary conclusions are that technology is primarily applicable to the solution of problems involving sensory input or motor skills; that use of technology must be paired with assessment of knowledge and performance skills; that disabled students require few specialized adaptive devices or programs to use the computer; and that technology should be used to alleviate sensory and motor skill problems throughout the educational system. Appendixes include planning documents, assessment instruments, suggested intervention strategies, a bibliography of information sources, and an equipment and software inventory. (DB)

educators, and differences among respondents from different school settings. Several categories of needed research were identified. The first group of studies would examine programs for the gifted including program effectiveness, staff development, program effects at different ages, and curriculum types. A second group of studies would examine students in programs for the gifted including factors leading to underachievement, student motivation, social integration, and unique needs of students from economically disadvantaged areas or from minority groups. The third group of studies would focus on research methods and analysis including studies of power analysis and effect size calculations as ways to differentiate between statistical and practical differences. The survey respondents identified the most important research topics as curriculum development, underachievement, personal and social development, identification, and student assessment. There were no significant differences among types of educators with respect to needed research. There were, however, significant and practical differences among school settings with respect to the importance of special populations for research in gifted education. (13 references) (DB) programs used by their peers. In addition to the module, a General Input Device Emulating Interface (GIDEI) standard was developed which enables manufacturers of electronic communication aids to use RS-232 serial commands to control the operation of the keyboard and mouse. Field testing with one disabled individual and two clinicians has demonstrated the usability of the user manual, and the functionality and reliability of the device. The bulk of the report consists of attachments including the grant proposal, photographs of the device, the device manual and schematics. (DB)

ED 346 666   EC 301 278

Fuchs, Douglas; And Others
A Conservative Approach to Special Education Reform: Mainstreaming through Transenvironmental Programming and Curriculum-Based Measurement.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computation; Computer Assisted Instruction; Diagnostic Teaching; Elementary Education; *Learning Disabilities; *Mainstreaming; Mathematics Instruction; *Mild Disabilities; Program Effectiveness; Regular and Special Education Relationship; *Student Placement; *Transitional Programs
IDENTIFIERS- *Curriculum Based Assessment

This study attempted to implement and validate a 5-month effort to transition 42 pupils with mild and moderate disabilities (most with learning disabilities) out of math instruction in special education resource rooms and into regular education math. A preliminary discussion examines the "cascade of services" model and transenvironmental programming as a means of facilitating least restrictive environment student placement. The process utilized computer assisted curriculum based measurement (CBM) to teach math operations in both special and regular education settings. This teaching methodology included goal setting, repeated measurement on goal material, and evaluation of the database to adjust instructional programs. The transenvironmental programming involved four phases: environmental assessment; intervention and preparation; promoting transfer across settings; and evaluation in the mainstream. Evaluation (via a math achievement test, a teacher questionnaire, and CBM data) indicated that experimental students outperformed controls in math achievement and were rated positively by both special and regular class teachers. In addition, whereas all 21 experimental students reintegrated into mainstream math settings either full- or part-time, not a single control student did so. (35 references) (DB)

by a legislatively mandated multidisciplinary committee. An executive summary notes that 2 to 5 percent of elementary school children meet the diagnostic criteria for ADHD and recommends strategies including: instruction that modifies and clarifies student assignments and restructures the educational environment; consultation services for classroom teachers; professional support for children with behavioral and emotional difficulties; ongoing evaluation of the child's educational needs; services to help the child's family meet the child's needs; and access to other support programs for which the child may be eligible. Recommendations for a statewide program include: establishing a state level coordinator for ADHD programs; supplementing each education service center with a professional staff member to provide local school districts with technical assistance; establishing a district level ADHD facilitator; 6 hours of training for teachers in identification and instructional strategies; and expansion of support services. Appendices include two papers: "Research Paper: Attention Deficit Hyperactivity Disorder"; and "Medication Management of Attention Deficit Hyperactivity Disorder" (Carol Daniel) and a memorandum from the U.S. Department of Education clarifying policy on serving this population. (76 references) (DB)

17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; Data Analysis; *Decision Making; Elementary Education; Goal Orientation; *Instructional Design; *Instructional Effectiveness; *Learning Disabilities; Outcomes of Treatment; Reading Ability; Reading Improvement; Student Educational Objectives; *Student Evaluation; Student Improvement
IDENTIFIERS- *Curriculum Based Assessment

The purpose of this study was to investigate the more effective decision rule set between the goal oriented and the treatment oriented approach within the context of alterable and unalterable elements of instruction. Students (n=343) identified as learning disabled by their schools from grades 1 through 6 in 35 schools in a large city school district participated. Results of descriptive statistics and regression analyses revealed students with learning disabilities did make progress in reading proficiency, although there were no significant differences in effectiveness between the two decision rules in terms of student progress. A related finding was that both initial level of performance and instructional group size were important factors influencing student reading progress. That is, larger group size and low initial level performance were negatively related to the student's progress. Despite no difference in effectiveness between two decision rules, teachers who used the treatment oriented approach made more instructional changes throughout the year. Implications for student progress in reference to alterable and unalterable elements of instruction are included. (Author)

ED 346 707 EC 301 322

Irwin, Sharon Hope
Increasing Enrollment of Preschool Children with Special Needs in Regular Daycare Programs through a Peer-Coaching, Systems Change Approach.
PUB DATE- 24 Feb 92
NOTE- 96p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Change; *Attitudes; *Day Care Centers; *Disabilities; Enrollment; *Mainstreaming; Parent Education; Peer Influence; Peer Relationship; *Preschool Children; Preschool Education; *Special Needs Students; Staff Development; Workshops

This practicum was designed to increase enrollment of preschool children with special needs in seven regular day care centers. Corollary aims were to improve the attitudes of day care directors and staffs towards integration; to increase parental and community awareness of integration; to keep governmental day care staff aware of the program in progress; and to introduce concepts of "appreciating differences" to nonhandicapped preschool children. Seven workshops were held with directors and key staff. Other practicum activities carried out included attitude surveys of staff and directors; interviews with directors; parent awareness sessions; and consultation visits to day care centers. Three children with special needs were subsequently enrolled in regular day care programs, and staff and director attitudes toward integration became more positive. Issues of power and control are discussed. Appendices contain the attitude survey instrument for childhood professionals, data supporting practicum findings, and various administrative materials. (Approximately 80 references) (JDD)

ED 346 708 FL 018 111

Holmberg, Borje
Distance Teaching of Modern Languages.
PUB DATE- Jul 89
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; *Distance Education; Educational Assessment; Educational Objectives; Foreign Countries; Intonation; Language of Instruction; Language Skills; Linguistic Theory; *Program Design; Pronunciation; *Second Language Instruction; Surveys; *Teaching Methods

A study of distance teaching of modern languages in institutions around the world is reported. An introductory section provides an overview of the status and role of distance education in modern language learning, including an examination of related linguistic and educational theory, the objectives of distance language instruction, the behaviorist and cognitive approaches, and a number of classroom instruction issues, such as teaching pronunciation, use of the native language in class, contrastive and direct language teaching methods, and the learning of oral skills at a distance. A worldwide survey concerning the provision of distance language instruction is described and summarized. Institutions surveyed were asked about:

ED 346 727 FL 020 436

Cohen, Andrew D.; Olshtain, Elite
The Production of Speech Acts by EFL Learners.
PUB DATE- Apr 92
NOTE- 42p.; Funding for the research reported in this study was provided by the Zalman Aranne Fund.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Discourse Analysis; *English (Second Language); Language Patterns; *Language Processing; Questionnaires; Role Playing; Second Language Learning; *Speech Acts

A study is reported that describes ways in which nonnative speakers assess, plan, and execute speech acts in certain situations. The subjects, 15 advanced English foreign-language learners, were given 6 speech act situations (two apologies, two complaints, and two requests) in which they were to role play along with a native speaker. The interactions were videotaped and after each set of two situations of the same type, the videotape was played back and then the respondents were asked both fixed and probing questions regarding the factors contributing to the production of their responses in those situations. The retrospective verbal report protocols were analyzed with regard to processing strategies in speech act formulation. The study found that in executing speech act behavior, half of the time respondents conducted only a general assessment of the utterances called for in the situation, often thought in two languages and sometimes in three languages when planning and executing speech act utterances, utilized a series of different strategies in searching for language forms, and did not attend much to grammar or pronunciation. Appended are: (1) the background questionnaire; (2) responses in English to different role-play situations; and (3) a retrospective verbal report interview. Contains 27 references. (Author/LB)

ED 346 728 FL 020 437

Grosse, Christine Uber
The Research Base in Languages for Specific Purposes.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Education; Communicative Competence (Languages); Cultural Awareness; Curriculum Development; Discourse Analysis; Glossaries; Language Proficiency; *Language Research; *Languages for Special Purposes; *Language Usage; Publications; Scholarly Journals; *Second Language Learning; Trend Analysis; Vocabulary

More than 200 publications regarding Languages for Specific Purposes (LSP) from the past 25 years, excluding work on English for Specific Purposes, are compiled in this literature review. In introductory comments that precede the bibliography, it is noted that most of the activity in this field has occurred in the last decade, with eight professional journals (six American, one French, and one Canadian) having published the majority of research. The work reviewed in this paper falls into seven categories, each of which is discussed briefly: vocabularies and glossaries, career education, curriculum

ED 346 748 FL 800 111

Neumann, Barbara E., Ed.
Probing To Know: A Teachers' Guide to Exploring Critical Thinking and Adult Literacy.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 89
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Basic Education; *Adult Literacy; *Critical Thinking; *Curriculum Development; Immigrants; *Literacy Education; Nutrition; Personal Narratives; Problem Solving; Program Descriptions; Program Design; Spanish; Student Evaluation

This guide, designed for teachers and other workers in adult basic education, includes a variety of articles about teaching; counseling, and advocacy approaches; curriculum planning and evaluation, assessment; and program design based on personal experience. All focus on critical thinking as a teaching and learning skill. Article topics include: (1) an overview of the Critical Thinking Project from which the publication emerged; (2) theory of critical thinking as it underlies practice; (3) descriptions of specific curriculum projects, including curricula on beauty, weight, and nutrition, students' real life dramas, oral history and community art, immigration, and Acquired Immune Deficiency Syndrome (AIDS) awareness; (4) the process of analyzing and solving problems; and (5) assessing Spanish literacy. Also included are interviews with a teacher and a student in a program for women, rooted in the black community, that examine critical thinking as an educational priority and how critical thinking is interpreted, taught, learned, and practiced. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 346 749 FL 800 160

Schildgen, Emilia G., Comp.
Una Guia Para Los Tutores del Programa de Alfabetizacion en Espanol (Guide for Spanish Literacy Program Tutors).
PUB DATE- 91
NOTE- 30p.; Adapted from: "Guide for Working with Basic or Intermediate Literacy Students."
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; *Educational Objectives; Lesson Plans; Letters (Alphabet); Limited English Speaking; *Literacy Education; Models; Native Language Instruction; Spanish; Spanish Speaking; Story Telling; Student Characteristics; *Student Needs; Teaching Methods; Testing; *Tutors

Ideas and guidance for literacy program tutors are offered. This guide presents the characteristics of an adult learner, in contrast to a student from elementary or high school, and describes how the relationship between the tutor and the student should be established and maintained. Goals should be set up at the beginning of the program, keeping in mind the needs of the learners. The learner should be presented with a list of everyday tasks that will enable him to accomplish once

ED 346 767 HE 025 573

Raffield, Barney T.

Marketing across Cultures: Blending Language, Cultural, and Marketing Skills.

PUB DATE- 3 Apr 91

NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cultural Awareness; *Cultural Traits; Foreign Countries; Foreign Culture; *Intercultural Communication; *International Trade; *Marketing; *Non Western Civilization; Skill Development; Social Values

This paper examines some reasons why American firms often have difficulty in conducting business overseas. The importance of language and culture in developing the marketing skills needed to penetrate international markets effectively is discussed, as are a variety of mistakes which U.S. corporations have made in international trade with respect to language, culture, and values, with examples of such mistakes culled from the past few decades. What U.S. corporations can and should be doing to become more effective in the global marketing of goods and services is the focus of most of this paper. It is pointed out that the assessment of a country's culture for marketing purposes involves the analysis of its people's attitudes, motivations, perceptions, and learning processes, and information is provided that specifically summarizes such cultural determinants. The clear implication for American business practitioners as they review their record of cultural/linguistic mistakes in the global marketplace is that financial and placement support for academically and professionally trained individuals in multinational business and modern languages are sorely and critically necessary to improve the United States' approach to marketing across cultures. Contains a seven-item bibliography. (GLR)

ED 346 768 HE 025 574

Steele, David; Jones, Kevin

Joint Venture Marketing Training: Development Marketing Plans Utilizing Foreign and American Students.

PUB DATE- 3 Apr 91

NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration; Cultural Awareness; *Educational Strategies; Foreign Students; Higher Education; Instructional Innovation; Instructional Materials; *International Trade; Management Development; Program Evaluation; *Skill Development; Teaching Methods; *Training Methods; *Workshops

ED 346 785 HE 025 603

Armstrong, Sara; And Others
Classroom Seating Preference and Level of Self-Esteem.
PUB DATE- 18 Apr 92
NOTE- 7p.; Paper presented at the Annual Conference of the Southwestern Psychological Association (Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Females; Higher Education; Males; *Self Esteem; *Sex Differences
IDENTIFIERS- *Seating Preferences; Student Surveys

A study was done to examine the relation between classroom seating preference and level of self-esteem, in particular the influence of gender on self-esteem and seating preferences among community college students. The study administered a 16-item questionnaire to 231 students (104 women and 127 men) enrolled in sections of an Introductory Psychology course. Of this total, 27 women and 16 men were seated in the front rows, while 16 women and 18 men were seated in the last rows. An analysis compared the self-esteem scores of the entire sample of women with the entire sample of men and failed to reveal a reliable difference, suggesting that the self-esteem of the two groups was equal. A two-way analysis of variance performed on the self-esteem scores of the men and women seated in the first and last rows respectively also failed to reveal a significant effect, though the pattern of the data showed that men seated in the first row and women seated in the last row reported higher self-esteem scores than their counterparts. This indicated that high self-esteem scores are associated with sitting in the front of the classroom only for men. Included are 11 references. (JB)

ED 346 786 HE 025 604

Franklin, Jennifer; Theall, Michael
Disciplinary Differences: Instructional Goals and Activities, Measures of Student Performance, and Student Ratings of Instruction.
PUB DATE- 21 Apr 92
NOTE- 2[illegible]p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Instruction; College Students; Feedback; *Grading; Higher Education; *Intellectual Disciplines; Student Attitudes; Student Educational Objectives; *Student Evaluation of Teacher Performance; Teaching Methods

This study investigated how instructional goals, activities, and methods for grading in college level courses vary across disciplines and how these course design variables are related to student ratings, class size, and course level. The study used a 44-item, multiple choice questionnaire mailed to 1280 instructors teaching 2700 course sections in the spring and fall quarters of 1991. Surveys for 887 course sections taught by 486 instructors were returned. Student ratings of instruction for the 887 courses taught by the survey

ED 346 804 HE 025 624

Nicodemus, Robert
The Tavistock Observation Course: Implications for Distance Education (Report No. 60).
PUB DATE- 92
NOTE- 24p.; For a related document, see HE 025 623.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Creative Teaching; *Distance Education; Educational Environment; *Group Dynamics; Group Experience; Higher Education; *Human Relations; Institutional Environment; *Observational Learning; Personal Narratives; Postsecondary Education; Staff Development; Teamwork
IDENTIFIERS- Open University (Great Britain); *Process Consultation; *Tavistock Institute of Human Relations (England)

This report describes how knowledge and skills learned in the Tavistock "Observation" course were applied to psychodynamic focused consultancy in England's Open University. Questions raised include the therapeutic and educational impact institutions may have on staff. The report explains how the Observational Course was important in supporting the development of Institute of Educational Technology activities with a psychodynamic perspective, i.e., consultancy on group processes, team work facilitation, individual work counseling, studies on the impact of technological change on work, and research on learning in groups. The report also contains information on seven Tavistock courses that are particularly relevant to education, some as part of degree programs, and where they are available. The last section of the report, "Perspectives from the Consulting to Institutions Workshop", provides an example of support which may be needed in any psychodynamic focused enquiry or consultancy. Contains 28 references. (GLR)

ED 346 805 HE 025 625

Austin, Ann E.; Baldwin, Roger G.
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; *Collegiality; *Cooperation; *Educational Cooperation; Group Activities; Higher Education; Institutional Environment; *Interprofessional Relationship; Organizational Climate; Participatory Research; *Peer Relationship; Teacher Participation; Team Teaching; *Teamwork

Many college faculty increasingly do much of their work, i.e., teaching, conducting research, and writing, in partnership with colleagues. This is due to such things as rapidly changing technologies and increasingly specialized knowledge. Faculty collaboration usually takes two principal forms, teaching and

ED 346 824 IR 015 555

Harry, Keith; Ismail, Nazira
Information Work in Distance Education: International Perspectives.
PUB DATE- 91
NOTE- 9p.; In: Proceedings of the Asian Association of Open Universities (4th, Colombo, Sri Lanka, September 18-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Access to Information; Databases; *Distance Education; Foreign Countries; Global Approach; Higher Education; Information Retrieval; *Information Sources; *User Needs (Information)

This paper outlines the range and types of distance education on which information is potentially available. Different types of institutions involved in distance education are identified, and the major concerns of distance teaching institutions worldwide are briefly examined. Information users and their information needs are identified, and types of primary and secondary information are described. Finally, problems of access are discussed together with some solutions, with particular reference being made to the experience of the International Centre for Distance Learning. Sources of information to satisfy user's needs include institutions which operate distance teaching programs and college libraries. The former generates prospectuses, handbooks, or calendars designed to guide students in their choice of courses, as well as data on students that may be used for research for internal purposes; the latter provides access to databases as well as printed materials. (DB)

ED 346 825 IR 015 556

John, Magnus
International Cooperation in Distance Education.
PUB DATE- 91
NOTE- 7p.; Paper presented at the Distance Education Workshop (Harare, Zimbabwe, October 9-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Developing Nations; *Distance Education; Economic Factors; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *International Cooperation; International Organizations; Nonformal Education; Political Influences
IDENTIFIERS- Africa

This paper addresses some of the general issues of international cooperation within the context of distance education. Examples of the types of international cooperation are introduced in order to explain some of the pitfalls that can occur when coordinating organizations on an international level. Extensive discussion is undertaken concerning international cooperation at the multilateral level to point out how the features of

ED 346 842 IR 015 620

Spector, J. Michael; And Others
Intelligent Frameworks for Instructional Design.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Authoring Aids (Programing); *Classification; Computer Assisted Instruction; *Computer Software Development; Computer System Design; Courseware; Hypermedia; *Instructional Design; Models; Postsecondary Education; Research and Development; Technical Education
IDENTIFIERS- Instructional Systems Development

Many researchers are attempting to develop automated instructional development systems to guide subject matter experts through the lengthy and difficult process of courseware development. Because the targeted users often lack instructional design expertise, a great deal of emphasis has been placed on the use of artificial intelligence (AI) to incorporate instructional design knowledge in these automated systems. This paper presents a taxonomy describing various uses of AI techniques in automated instructional development systems. In addition, two specific systems being developed at the Air Force Armstrong Laboratory (AIDA and GAIDA) are reviewed. The initial formative evaluation of GAIDA is also reported. Some remarks about prospects for the future use of AI in automated instructional development systems conclude the paper. (18 references) (Author/BBM)

ED 346 843 IR 015 627

Shields, Steven O.
Digital Advances in Contemporary Audio Production.
PUB DATE- May 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Wisconsin Communication Association (Madison, WI, May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audio Equipment; Audiotape Recordings; *Broadcast Industry; Microcomputers; *Optical Data Disks; *Technological Advancement
IDENTIFIERS- *Digital Technology; *Workstations

Noting that a revolution in sonic high fidelity occurred during the 1980s as digital-based audio production methods began to replace traditional analog modes, this paper offers both an overview of digital audio theory and descriptions of some of the related digital production technologies that have begun to emerge from the mating of the computer microchip with components of the traditional audio production process. Digital recording is explained as the process of describing sound in terms of numbers as the voltage changes created by the microphone are converted by way of an analog-to-digital converter to digital information that can be manipulated like any other computer data. MIDI (Musical Instrument Digital

ED 346 860 IR 054 061

Expert Meeting on Information Systems in Culture Proceedings (Zagreb, Yugoslavia, September 2-4, 1990).
PUB DATE- 90
NOTE- 49p.; Reproducibility varies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Networks; *Cultural Exchange; *Databases; Foreign Countries; *Information Dissemination; Information Services; *Information Systems; *Information Technology; International Cooperation; International Organizations; International Programs; Library Networks; Library Personnel
IDENTIFIERS- *UNESCO

This report presents the proceedings from a meeting jointly organized by United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Yugoslavian Institute for Development and International Relations (IRMO). Experts from 14 institutions and organizations from 7 countries of Africa, Europe, and North America participated in 4 working sessions. During the sessions the following topics were discussed: promotion of informatization systems in culture; databases and networking for cultural information exchange; setting up of information systems for cultural policies; and training of personnel for INDOC services in the developing countries. A summary of the sessions and the nine recommendations which developed are included in the report. Four presentations are also included in full text: (1) "Databases and Networking for Information Exchange in the Field of Culture" (Pal Vasarhelyi, Hungarian Academy of Sciences, Budapest); (2) "Culture and Information" (Sanjin Dragojevic, IRMO, Zagreb, Yugoslavia); (3) "The International Data Base and Directory for Cultural Policies of UNESCO Member States--Draft Working Plan" (Zrinjka Perusko Culek, IRMO); and (4) "Intercultural Communication and the Role of Network Culturelink" (Biserka Cvjeticanin, IRMO, Zagreb, Yugoslavia). Summaries of two additional presentations are provided: "Commercialization of Cultural Information" (Jean-Guy Bosse, Muse 9 Group of Companies, Ottawa, Canada), and "Toward a Cultural Information System" (Matko Mestrovic, Institute for Culture of Croatia, Zagreb, Yugoslavia). Concluding the report is a list of the participants in the meeting. (MAB)

ED 346 861 IR 054 062

Rothlisberg, Allen P.
Extending the Invitation: Using First Class Mail To Advertise and Encourage the Use of Library Services.
PUB DATE- 1 Apr 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Information Dissemination; *Library Materials; *Library Services; *Marketing; Mass Media Use; *Publicity; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

This report describes how the Northland Pioneer College (Arizona) Library advertises its services and its learning resource center collections. The services that are provided are listed, and it is noted that the library uses bookmarks, flyers, and

ED 346 879   IR 054 112

"That Every Citizen Be Information Rich." Final Conference Report on Montana Governor's Conference on Library and Information Services (Helena, Montana, January 6-8, 1991).
PUB DATE- Jan 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conferences; Democracy; Government Role; *Library Services; Literacy; Objectives; Planning; Productivity; State Programs
IDENTIFIERS- *Governors Conference Library Info Services MT; *Montana; White House Conference Library Info Services

Messages from the Governor and the State Librarian of Montana, background information on preconference activities, and an overview of the governor's conference process introduce this conference report. The report covers: (1) the planning process, including the purpose and goals of the conference, members of the various committees and subcommittees, and the charges to each of the committees; (2) the planning process for six regional preconferences and the Native American preconference, including the date and place of each meeting and the names of delegates selected to attend the Governor's Conference; (3) the selection of delegates to the Governor's Conference, including the official delegate list and background materials and orientation sessions for the delegates; (4) the process and structure of the Governor's Conference, including an overview of conference activities and lists of conference working group assignments and conference personnel; (5) the process of electing delegates to the White House Conference on Library and Information Services and the results of the elections; (6) the methodology used to evaluate the governors' conference, including both solicited and unsolicited evaluation results and a copy of the evaluation questionnaire with a tally of the responses; and (7) funding and support for the conference, including a list of major and other contributors. A copy of the conference agenda and the full text of the 43 resolutions adopted by the participants for presentation at the White House Conference are appended. (BBM)

ED 346 880   IR 054 116

Perspectives on Library Service Developments 1991.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Change; Elementary Secondary Education; Federal Government; Futures (of Society); *Government Role; Higher Education; History; Library Automation; Library Education; *Library Role; *Library Services; Outreach Programs; Public Libraries; Research Libraries; School Libraries; State Libraries
IDENTIFIERS- America 2000; Columbus (Christopher); Columbus Quincentenary; New York State Library; Office of Educational Research and Improvement

ED 346 896 JC 920 319

Assessing the California Transfer Function: The Transfer Rate and Its Measurement. Conclusions of the Data Needs Task Force.
PUB DATE- Feb 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Credits; *College Transfer Students; Community Colleges; Data Collection; *Definitions; Higher Education; *Research Methodology; State Universities; *Statewide Planning; *Transfer Policy; Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California; *Transfer Rates (College)

In the fall of 1989, the Intersegmental Coordinating Council organized the Data Needs Task Force (DNTF) to determine the feasibility of establishing a transfer rate definition. Specifically, the DNTF was charged with defining the information needed to strengthen intersegmental transfer programs, establishing common definitions (including "transfer student" and "transfer pool"), and reaching agreement on a method for computing a transfer rate. The DNTF evaluated different transfer rate methodologies based on four measures of validity: construct validity; group equivalence; time equivalence; and maturation validity. The longitudinal Transfer Assembly rate specified by Cohen and Brawer (1990) was judged the most useful. Despite the Transfer Assembly rate's high ranking, however, two concerns emerged one in regard to maturation validity and the other in regard to construct validity. The DNTF modified the Transfer Assembly rate to develop the "California Consensus Methodology" (CCM). The CCM follows a cohort of students who entered the California Community Colleges (CCC) as first-time freshmen and earned six or more University of California (UC) or California State University (CSU) transferable units during their first college year. As a component of the CCM, intent-to-transfer among this freshman cohort will also be measured. The CCM will not measure the following: students moving from senior institutions to community colleges; students who transfer into the CCC; and students defined by the four-year institutions as first-time freshman entrants or transfers from other institutions. Appendixes provide alternative measures of the transfer function, a list of DNTF members, and CSU and UC definitions of a transfer student. (JMC)

ED 346 897 JC 920 320

Long Range Plan: 1992-1995.
PUB DATE- Jul 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Planning; Community Colleges; Educational Administration; Educational Finance; *Educational Objectives; Educational Strategies; Guides; *Long Range Planning; Master Plans; Mission Statements; *Organizational Objectives; Two Year Colleges

ED 346 913 JC 920 341

Fact Book, 1991-92.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Faculty; College School Cooperation; Community Colleges; *Enrollment; Enrollment Trends; Graphs; *Institutional Characteristics; *School Personnel; School Statistics; Student Characteristics; Tables (Data); Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kent State University OH Regional Campuses

Prepared for the faculty and staff of Kent State University two-year regional campuses, this fact book provides an overview of the system, including data on students, faculty, staff, and programs. The first section describes the regional campus system, its mission, each member campus, and campus organization and administration, and lists the administrative officers, as well as the degrees and programs offered at each campus. In the second section, student enrollment data are presented by campus for fall 1991 and spring 1992; for all campuses for fall semesters from 1980 to 1991; and aggregated by gender, race/ethnicity, age, class level, campus, and major. Freshman student enrollment data by gender, race/ethnicity, and campus for fall 1991 and spring 1992 are also included in this section. The third section consists of program information, including course sections within departments for fall 1991; day and evening course sections for fall 1991 and spring 1992; basic skills assessment test results for fall 1991; developmental course enrollment for fall 1991 and spring 1992; associate degrees awarded in 1991; and associate degrees awarded between 1987 and 1991. The final section offers faculty and staff information, including data on full- and part-time faculty for fall 1991, and total faculty by campus for fall 1988 through fall 1991; full-time faculty by gender, academic rank, appointment status, and highest degree for 1991-92; administrative staff for 1991-92; and support staff by job category for 1991-92, and by campus for 1988-89 through 1991-92. The bulk of the report consists of graphs and data tables. (JSP)

ED 346 914 JC 920 342

Phillips, Brad C.; Boren, Kelly J.
Assessment of the Student Peer Advisor Program: A Change in Roles.
SPONS. AGENCY- Northern California Community Colleges Research Group.
PUB DATE- 20 Jul 92
NOTE- 20p.; Supported by a 1991-92 NORCAL (Northern California Community Colleges) Small Research Grant.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; Community Colleges; Counselor Attitudes; Counselor Role; Educational Counseling; Participant Satisfaction; *Peer Counseling; Program Evaluation; *Program Implementation; *Student Attitudes; Student College Relationship; *Student Role; Two Year Colleges; Two Year College Students

ED 346 930 JC 920 363

McLendon, Sandra F.
The Development of a Retention Plan for Use at Sue Bennett College.
PUB DATE- Jul 92
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Persistence; Administrator Attitudes; *College Planning; Community Colleges; Literature Reviews; Models; School Holding Power; Social Influences; Student Attitudes; *Student Attrition; Two Year Colleges
IDENTIFIERS- *Sue Bennett College KY

In 1992, a practicum was undertaken to develop a student retention plan for use at Sue Bennett College (SBC), an independent junior college located in London, Kentucky. The college had a retention rate of 33 percent between the freshman and sophmore year in 1990 which was a decline from the 62 percent in 1985. The development of the plan included a review of the literature, the solicitation of retention plans from other institutions of higher education, input from the Student Life Committee, and input from various deans, administrators, and outside experts on retention. The plan emphasized the following: (1) the development of an enrollment management plan that would help foster an environment for persistence; (2) campus-wide participation, academic integration, faculty involvement, academic tutoring, academic advising, financial aid expediency, and freshman orientation; (3) the reduction of bureaucracy in admissions and registration, increasing hours in offices, increasing commuter parking, and offering more support services; (4) creative scheduling of courses and social activities; (5) faculty mentoring, academic support, early alert systems, and child care; (6) a caring attitude on the part of the faculty and the staff; (7) a recruitment effort that emphasized retention; (8) an ongoing institutional research effort; (9) a communications effort that included faculty, staff, and students; (10) an institutional support system designed to increase student competencies; (11) an evaluative system designed to assess the effectiveness of the plan; and (12) a campus-wide delegation of retention responsibilities. A discussion of the plan's implications and further recommendations are offered. Appendixes include the SBC retention plan and an SBC financial aid plan. (JMC)

ED 346 931 JC 920 365

Oregon Community Colleges, Profile: 1990-91.
PUB DATE- Jul 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; *Educational Finance; Enrollment; Facility Inventory; Full Time Equivalency; *Institutional Characteristics; Profiles; Services; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Oregon

A profile is provided of the 16 Oregon community colleges and their students, personnel, finances, and services for academic

ED 346 947 PS 018 248

Colletta, Nancy Donohue; Satoto
Messages from Invulnerable Children in Asian Villages: The Conditions That Protect Development.
PUB DATE- Jul 89
NOTE- 18p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Child Rearing; *Children; Early Intervention; *Family Influence; Foreign Countries; *Home Programs; *Individual Characteristics; Individual Development; Nutrition; Poverty; *Regional Characteristics; Stimulation
IDENTIFIERS- Asia; Indonesia; Protective Services; *Resilience (Personality)

Over the past decade, there has been a worldwide search for caretaking factors which protect children from poverty, poor health, and neglect. This search has shifted in focus from unchangeable risk factors to conditions and behaviors that can be taught to caregivers. These conditions seem to be: (1) based in species-wide needs; (2) specific to regional variation in village and urban settings; or (3) extant in particular cultural contexts. In this presentation, an ecologic framework is used in a consideration of interacting levels of risk and protection: from the child, to the family, to community and national levels. Seminal works of Sameroff and Chandler, Rutter, and Werner are reviewed. Also considered are field reports from research and intervention programs from developing countries. Research on the caretaking correlates of child growth and development in 12 villages in Central Java is used to provide a case example of the use of information on optimal development in program design. The presentation attempts to draw together current knowledge about protective factors, with special attention to verbal stimulation, emotionally responsive caregivers, and opportunities to explore the environment. The presentation attempts to identify behaviors which equip children to cope with adversity and which are transmittable without major social upheaval or expense. (RH)

ED 346 948 PS 018 314

Sherman, Lawrence W.; Oppenheimer, Louis
Affordances in Preschool Lesson Structures and Socially Competent Task-Related Behaviors: A Gibsonian Ecological Re-Interpretation.
PUB DATE- Jul 89
NOTE- 27p.; Paper presented at the International Conference on Event Perception and Action (5th, Oxford, OH, July 24-28, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Classroom Research; *Data Analysis; *Data Interpretation; *Ecology; *Preschool Education; Student Behavior
IDENTIFIERS- *Affordance (Environment); *Signal Systems (Kounin and Gump); Theoretical Analysis

The primary thesis of this paper is that James J. Gibson and Kurt

ED 346 966 PS 020 568

Seever, Mark L.
The Summer School Program, 1991. Summative Evaluation.
PUB DATE- Dec 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Elementary Secondary Education; Enrichment; Enrollment; Grades (Scholastic); *High School Students; Minority Groups; Parent Attitudes; Program Descriptions; *Program Evaluation; Remedial Instruction; Student Attitudes; Student Promotion; *Summer Schools; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Kansas City Public Schools MO; *Middle School Students

This report evaluates the Kansas City (MO) School District's 1991 summer school program, which provided remedial, developmental, and enrichment learning opportunities for students. Sections of the report evaluate the elementary, middle, and senior high summer school programs. Each of these sections includes: (1) a description of the program; (2) data on enrollment; (3) a discussion of program implementation, including instructional methods and subject areas; (4) teachers', parents', and students' perceptions of the program; and (5) data on student achievement, including scores on the Computer Managed Instruction (CMI) tests and the Iowa Tests of Basic Skills, grade promotions, and course grades. Teachers, parents, and students were positive about the summer school. Promotion rates and course grades at the middle and senior high levels indicated school success, as did Computer Managed Instruction data at the elementary level. More students enrolled in summer school in 1991 than in 1990. The principal reason for enrollment was remedial instruction. The report offers four recommendations for the summer school program: (1) increase efforts to enroll more out-of-district minority students; (2) implement a system for reporting how many out-of-district students who attended the summer school also enrolled in the regular school year; (3) initiate efforts to develop a CMI math program; and (4) continue to collect and report data on promotion rates for middle and senior high school summer students. Data are displayed in 25 tables and 3 figures; a table presenting data on teacher attendance at summer school is appended. (BC)

ED 346 967 PS 020 570

Atwater, Jay; Moore, William
Achievement and Enrollment Evaluation of the Applied Learning Magnet Elementary Schools, 1990-1991.
PUB DATE- Dec 91
NOTE- 33p.; For related documents, see ED 345 861 and PS 020 565.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Class Size; Cohort Analysis; Comparative Analysis; Elementary Education; *Enrollment Trends; Extended School Day; Language Tests; Longitudinal Studies; *Magnet Schools; Mathematics Achievement; *Minority Groups; Reading Achievement; School Desegregation; Science Tests
IDENTIFIERS- *Applied Learning Magnet Schools MO; *Kansas City

ED 346 984   PS 020 616

Your Child Starts to School: A Guide for Parents.
PUB DATE- Mar 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Legislation; *Educational Objectives; *Kindergarten; *Kindergarten Children; *Parent Influence; Parent Participation; Parent Role; *Parents as Teachers; Parent School Relationship; Primary Education; *School Readiness; State Legislation; Volunteers
IDENTIFIERS- *Virginia

This booklet is designed to help parents make their children's first days in school successful and exciting. It also answers questions about school entrance requirements in Virginia and suggests ways parents can be involved in their children's education. The first sections offer information on entrance age and compulsory school age, requirements regarding physical examinations the child must receive before entering school, birth certificates, required immunizations, and social security numbers. In addition, guidance for parents whose children are on medication is provided. The next two sections focus on the characteristics and skill levels of kindergarten children and the broad goals and methods of kindergarten programs. Next, children's needs for good nutrition, sufficient rest, and exercise are stressed. A section on programs for children with disabilities is provided, followed by rules that parents should teach their children regarding walking home from school or the bus stop and riding the bus. The next sections offer tips on helping children get prepared for going to school, monitoring children's television viewing habits, engaging children in activities other than watching television, and demonstrating interest in children's school life. The booklet then highlights ways parents can become involved in their children's education as partners, collaborators, advisors, supporters, and audiences. Suggestions for parents who choose to volunteer assistance at their children's schools are provided. Finally, a school readiness checklist and a list of the objectives of kindergarten are presented. Reprints of Virginia school and health laws are appended. (AC)

ED 346 985   PS 020 618

Jacobvitz, Deborah B.; And Others
The Transmission of Mother-Child Boundary Disturbances across Three Generations.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Biennial Meeting of the International Conference on Infant Studies (Miami Beach, FL, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grandparents; Infants; *Mothers; *Parent Child Relationship; *Parenting Skills
IDENTIFIERS- Cross Generational Studies; *Intergenerational Transmission; *Intrusiveness; Parenting Styles; Parent

ED 347 003 RC 017 012

Westervelt, Miriam O.
A Provocative Look at Young People's Perceptions of Animals.
PUB DATE- Dec 83
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adolescents; *Animals; Attitude Change; *Childhood Attitudes; Children; Conservation (Environment); Interviews; *Student Attitudes; *Wildlife
IDENTIFIERS- Attitude Scale; Connecticut; *Humane Education

A small but representative group of 267 children ranging from 6 to 18 years of age participated in a study to determine their perceptions of animals. The group included 63 second, 68 fifth, 67 eighth, and 69 eleventh graders randomly selected from public schools across Connecticut. This study was conducted in conjunction with a national survey of adult perceptions of animals. A major goal of this study was the development of a wide variety of attitude measuring techniques. Personal interviews were used to allow the interviewer to adapt wording, explain concepts, and sustain interest levels according to the needs of individual children. The interviews lasted over one hour and consisted of 110 attitude, knowledge, and behavior questions. The attitude questions were developed around a typology of orientations to animals and preferences for specific kinds of animals. Knowledge of animals was also measured, as was the frequency of participation in observing and other learning activities relating to animals. The most common attitude was a strong emotional affection for individual animals, mainly pets, with a strong humanistic orientation toward animals. Comparison of the results of the children's study with those of the adult study reveal some similarities, as well as many differences, such as the following: the children exhibited more naturalistic tendencies than adults and a more moralistic attitude about hunting animals for reasons other than food. Other comparisons of data reveal significant differences among demographic groups in the survey. The study suggests possibilities for further investigation. (ALL)

ED 347 004 RC 017 474

The White House Conference on Rural Education (Washington, D.C., October 3-5, 1944).
PUB DATE- 45
NOTE- 276p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Facility Improvement; Federal Aid; Financial Problems; Financial Support; Needs Assessment; *Rural Areas; Rural Development; Rural Economics; *Rural Education; Rural Environment; Rural Population; *Rural Schools; School Buildings
IDENTIFIERS- Roosevelt (Eleanor); Roosevelt (Franklin D); White House Conference on Rural Education

This booklet contains the proceedings of a 1944 conference on rural education held in the White House with Mrs. Roosevelt participating. The conference prepared a Charter of Education for Rural Children, which opens the booklet, containing 10 educational rights of the rural child. Speakers addressed the background of the conference, the makeup of the rural

ED 347 022 RC 018 705

Velez-Ibanez, Carlos G.; Greenberg, James B.
Schooling Processes among U.S. Mexicans, Puerto Ricans, and Cubans: A Comparative, Distributive, and Case Study Approach.
PUB DATE- 27 Jan 92
NOTE- 47p.; Forthcoming in: Weaver, Thomas, Ed., Hispanics in the United States. Houston, Arte Publico Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Cubans; Cultural Context; Dropout Rate; *Educational Attainment; Elementary Secondary Education; *Ethnic Stereotypes; Hispanic Americans; *Mexican Americans; Poverty; Public Schools; *Puerto Ricans; Regional Characteristics; *Socioeconomic Status; Spanish Speaking; Unemployment

This paper suggests that "Hispanic" populations are a diverse category. An undifferentiated comparison of the groups only creates a comparative "ecological" fallacy, which contributes to the creation of stereotypes rather than understanding. Each population must be placed within its appropriate historical, regional, and ecological niche in order to decipher the paradoxes and contradictions of relations between education, occupation, income, and schooling performance and completion. Mexicans are predominantly an employed, working class population concentrated in the Southwest United States. They attend schools that are largely devoid of either cultural understanding or cognizance of the family-based "funds of knowledge" that could be utilized for instruction. Schooling practices may contribute to the fracturing of literacy capacities among parents, and such fracturing contributes to parents' inability to transmit literate knowledge beyond their own generation. For Puerto Ricans, the regional context of the urban inner city has created boundaries of poverty, unemployment, poor labor occupations, and at-risk single-parent households. Such contexts, in part, limit educational success and performance, and undervalue educational attainment for occupational success. On the other hand, Cubans, because of their middle class origins and strong political support in the United States, were quickly accepted and integrated into U.S. society. In a short time they gained educational, economic, and political ascendancy in Miami, especially, and elsewhere. (KS)

ED 347 023 RC 018 706

A Guide for Parents about Retention and Promotion = Una Guia para los Padres de Familia sobre Retencion y Promocion.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Failure; Elementary Secondary Education; *Grade Repetition; *Migrant Children; *Migrant Education;

ED 347 040 SE 050 545

Wagner, Sigrid, Ed.; Kieran, Carolyn, Ed.
Research Issues in the Learning and Teaching of Algebra. Research Agenda for Mathematics Education. Volume 4.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 287p.; This document is the product of one of four NCTM Research Agenda Project conferences held during 1987. For the other volumes in this series, see ED 307 120, ED 295 835, and ED 297 933.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Artificial Intelligence; Computer Uses in Education; Mathematical Applications; *Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Research Needs; Research Projects; Secondary Education
IDENTIFIERS- Cognitive Sciences; *Mathematics Education Research

This publication contains revised versions of the major papers presented at a research conference on the learning and teaching of algebra. The papers and discussions focused on four major themes: what is algebra and what should it become, in light of continuing technological advances; what has research told us about the teaching and learning of algebra; what is algebraic thinking and how does it relate to general mathematical thinking; and what is the role of representations in the learning of algebra. This monograph is divided into three parts: (1) "Past Research and Current Issues" (presenting 15 papers related to the thematic questions); (2) "A Research Agenda" (the research agenda generated by conference participants and reactions to the agenda from three perspectives); and (3) "Theoretical Considerations" (three retrospective papers on the theoretical issues). (YP)

ED 347 041 SE 051 402

Ballard, Melissa, Comp.; Pandya, Mamata, Comp.
Essential Learnings in Environmental Education--A Database for Building Activities and Programs.
SPONS. AGENCY- Tennessee Valley Authority, Knoxville.
PUB DATE- 90
NOTE- 179p.; A product of the Children's Environmental Education Television Project. For a related document, see SE 051 480.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Databases; Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; Middle Schools; *Natural Resources; Physical Environment; *Scientific Concepts; Scientific Literacy; *Secondary School Science
IDENTIFIERS- *Environmental Literacy; Middle School Students

The purpose of this book is to provide building blocks for designing and reviewing environmental education programs and activities. This handbook provides 600 basic concepts needed to attain the environmental education goals outlined at the Tbilisi, USSR, conference and generally agreed to be the fundamental core of quality environmental education: knowledge, attitudes, motivation, commitment, and skill. Sections classified are: (1) "Natural Systems" containing general,

ED 347 058 SE 052 040

Aust, Ronald
Computer Networking Strategies for Building Collaboration among Science Educators.
PUB DATE- 91
NOTE- 9p.; Paper presented at the Annual Convention of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; *Computer Networks; Computer Uses in Education; *Elementary School Science; Elementary Secondary Education; Program Descriptions; *Resource Materials; Science Education; Science Teachers; *Secondary School Science; Teacher Developed Materials
IDENTIFIERS- Hypercard

The development and dissemination of science materials can be associated with technical delivery systems such as the Unified Network for Informatics in Teacher Education (UNITE). The UNITE project was designed to investigate ways for using computer networking to improve communications and collaboration among university schools of education and K-12 schools. This paper describes computer networking strategies, for building collaboration, which evolved during the Integrative Network for Science Teaching Exploration and Practice (INSTEP) project. Several of the INSTEP strategies grew out of experiences from the ongoing UNITE project for investigating teacher support activities across a range of content specialties. Three integral networking components support the goals of this project: electronic mail, a curriculum navigator, and community published dynamic resources. A detailed description of each of these components is provided. Discussions on cross-school inquiry activities and initial observations are included. (KR)

ED 347 059 SE 052 041

Hogan, Robert P.
Declines in Science Achievement: Implications for Public Education.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Elementary School Science; Elementary Secondary Education; *Motivation; *Public Schools; Science Education; *Secondary School Science; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Science Achievement

A major difficulty in trying to improve the level of achievement in public schools in the United States is that there is little consensus on the nature of the causes or the solution to the current educational problems. The variety and range of proposed solutions have grown as the inability of schools to restore science achievement has become more evident. This research focuses on changes in four of the variables related to science achievement: teachers, students, curricula, and school grades.

ED 347 075 SE 052 791

Litter Pollution. Operation Waste Watch: The New Three Rs for Elementary School. Grade Two. Second Edition.
PUB DATE- Jan 90
NOTE- 15p.; For other environmental education curiculum guides, see SE 052 789-795. For the first edition, see ED 325 316.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Environmental Education; Grade 2; Interdisciplinary Approach; *Pollution; Primary Education; Recycling; Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

This publication, the third in a series of seven for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. It contains a unit of exercises selected for second grade students to introduce the ideas that littering causes environmental problems, both man-made and natural objects cause litter, and serious problems result when people do not taken responsible action. Litter is cited as one pollutant problem that very young children can comprehend and solve. They can learn to dispose of waste properly, help recycle some items, and come to understand how their own behavior affects the environment. The activities included in this unit nurture a first step in building a sense of environmental awareness and responsibility. The unit presents the following major ideas: (1) litter can injure people and animals; (2) litter takes money and effort to clean up, it wastes resources, causes pollution, and lessens the beauty of the environment; and (3) people cause litter and have the responsibility for handling waste properly. Each activity in the unit meets the Virginia Department of Education Standards of Learning Objectives for Science; however, the material is designed to be interdisciplinary and may also be used to meet social studies, health, language arts, mathematics, or art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

ED 347 076 SE 052 792

Trash Trends. Operation Waste Watch: The New Three Rs for Elementary School. Grade Three. Second Edition.
PUB DATE- Jan 90
NOTE- 15p.; For other environmental education curiculum guides, see SE 052 789-795. For the first edition, see ED 325 317.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Environmental Education; Grade 3; *Interdisciplinary Approach; *Pollution; Primary Education; Recycling; *Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

This publication, the fourth in a series of seven for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. It contains a unit of

ED 347 093 SE 053 114

Kirsner, Steven A.; Bethell, Sandra
Creating a Flexible and Responsive Learning Environment for General Mathematics Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Case Studies; *Classroom Environment; *Educational Change; Evaluation Methods; Grade 10; High Schools; Interviews; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Probability; *Problem Solving; *Teacher Role; Teaching Methods; Thinking Skills
IDENTIFIERS- General Mathematics; NCTM Curriculum and Evaluation Standards; *Teaching Research

The authors describe one high school teacher's attempt to change her mathematics teaching in ways that are consistent with the National Council of Teachers of Mathematics' "Standards" documents. One of the coauthors is the teacher who teaches in a professional development school; the other, a researcher, conducted regular observations in her general mathematics class and interviewed students and the teacher. The authors describe two classes from a 10-week probability unit and present data from student interviews that were conducted approximately 5 weeks after the unit ended. The authors used these data to argue that in spite of significant obstacles, the teacher created a classroom environment that promoted meaningful, though unpredictable and not-readily-apparent mathematical learning. Although the professional development school provided a relatively supportive environment, the authors argued that this teacher would have benefitted from more consistent support as she struggled with pedagogical and content-related issues. (33 references) (Author)

ED 347 094 SE 053 174

Horn, Laura; And Others
A Profile of American Eighth-Grade Mathematics and Science Instruction. National Education Longitudinal Study of 1988. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Attitude Measures; Classroom Environment; Class Size; Grade 8; Homework; Junior High Schools; Longitudinal Studies; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *National Surveys; Private Schools; Public Schools; Questionnaires; School Surveys; Science Curriculum; Science Education; *Science Instruction; Secondary School Mathematics; Student Attitudes; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Science Achievement

The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies sponsored by the

ED 347 114 SO 022 302

Hancock, Daryl R.
Is Geography Knowledge Useful in a Child's Education?
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Structures; *Cultural Awareness; *Educational Philosophy; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Global Approach; Human Geography; Physical Geography; Social Studies

The usefulness of geography knowledge in a child's education is philosophically analyzed from two perspectives: (1) what geography knowledge should U.S. schools be teaching?; and (2) is there agreement about what types of geographical knowledge U.S. schools should teach? Only geographical knowledge that will be useful in life should be taught to children in school. A geographic education built around the five themes can teach children useful geographic knowledge. The themes are: (1) physical location; (2) physical and human characteristics of places; (3) relationships among people and with places; (4) patterns of movement over the earth of people, products, and information; and (5) the formation and change of regions on the earth. Philosophical analysis, supported by research, can explain why and how geographic knowledge is useful in a child's education in a democratic society. It is useful because it teaches children what in the world is where and why; it enables them to comprehend the earth and the environment; and it helps them appreciate the balance between human and physical factors that bind people to the planet. (KM)

ED 347 115 SO 022 303

Global Environmental Problems: Implications for U.S. Policy. Choices for the 21st Century.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; *Environmental Influences; *Foreign Policy; Futures (of Society); *Global Approach; High Schools; *Instructional Materials; International Cooperation; International Relations; Learning Activities; Public Policy; Social Studies; World Affairs

This unit is designed to help high schools students to explore the relationship between U.S. foreign policy and the global environment. At the core of the unit is a framework of four distinct options that allows students to consider a range of alternatives for U.S. policy toward global environmental problems. Using this framework, students are compelled to ponder a wide variety of considerations that enter into the discussion of U.S. policy on this critical international issue. Background readings, written with the complexities of the debate on the environment in mind, are included. Part I briefly explains the causes and effects of the leading global environmental problems, while Part II discusses the environmental agenda of the international community and

ED 347 135 SP 033 878

Partners in Problem-Solving: A Collaborative Process for Resolving Student Learning and Behavior Problems. A Staff Development Program for Educators. Participant Guide. Bulletin No. 92162.
PUB DATE- Nov 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; Case Studies; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Learning Problems; *Participative Decision Making; *Problem Solving; Program Content; Program Guides; Program Implementation; Special Education; *Teaching Models
IDENTIFIERS- *Collaborative Learning; Partners in Learning; Problem Solving Teams

The PARTNERS program is designed to assist educators in a problem solving process and in making appropriate intervention decisions for students with learning and behavior problems. Through presentation, reading, discussion, and activities, participants have an opportunity to learn about and use an effective educational problem solving, decisionmaking model They are also expected to work with a colleague and practice collaboration as well as implement interventions between workshop sessions. The guide begins with an introduction, a problem solving process graphic, a description of the problem solving process and of educators as collaborators in problem solving, a brainstorming activity, and guidelines for brainstorming and group voting. Following this overview, the guide is organized into five sections: (1) Classroom Teaching and Review; (2) Problem Identification and Clarification; (3) Intervention and Evaluation Planning; (4) Implementation; and (5) Evaluation and Follow-up. Each of these sections includes explanations, discussion questions, and guided practice activities. Appendices include: The PARTNERS in Problem Solving Process Graphic; Guidelines for Brainstorming and Group Voting; Check List for Mismatch Statements; List of Contributing Factors; Intervention Plan; PARTNERS in Problem Solving Procedures; Exceptional Education Needs (EEN) Referral, Evaluation and Placement Process; Glossary; and Annotated List of Resource Materials. (LL)

ED 347 136 SP 033 879

Renegar, Sandra L.; And Others
Beginning Teacher/Mentor Teacher Interaction: A Process Approach.
PUB DATE- Feb 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Course Content; *Education Courses; Elementary Secondary Education; Excellence in Education; Higher Education; *Inservice Teacher Education; *Mentors; Summer Programs; Teacher Education Curriculum;

institutional characteristics; course offerings; language course goals and content; the language skills targeted; the preferred instructional approaches (inductive vs. deductive); the preferred method of teacher-student correspondence; instruction in pronunciation, stress, and intonation; and the instructional techniques used. Conclusions are drawn regarding current thinking and practice in distance language instruction. (MSE)

ED 346 709   FL 019 301

Rockwood, H. M.
From Business to Technological German.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990). Pages 9-10 of the supplementary materials are missing.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Computer Science; Engineering; Environmental Education; *German; Higher Education; Industry; *Instructional Materials; *Languages for Special Purposes; Sciences; Second Language Instruction; *Technology
IDENTIFIERS- *Georgia Institute of Technology

Because many of the Georgia Institute of Technology students taking business German come from the sciences and engineering, the business language textbook used has been supplemented with more technologically oriented instructional materials. Highly technical texts are too advanced at the second year language learning stage, so one teacher selected materials in three areas offering the potential for combining business and technology content: energy and the environment; car manufacture; and computers. Each topic-area package contains 20-25 pages of material from scientific journals, textbooks, newspapers, and/or industry literature, and exercises developed by the teacher. The materials are introduced in the second and third quarters of the three-quarter business German sequence. While all four language skill areas (listening, speaking, reading, and writing) are targeted, listening skills are less emphasized due to lack of aural material. The package on car manufacture is included. (MSE)

ED 346 710   FL 020 187

Milanovic, Michael; And Others
Developing Rating Scales for CASE: Theoretical Concerns and Analyses.
PUB DATE- Feb 92
NOTE- 38p.; Paper presented at the Annual Language Testing Research Colloquium (14th, Vancouver, British Columbia, Canada, February 27-March 1, 1992). Appendix 2, "CASE Mnemonic Scales," will not reproduce well due to small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Informal Assessment; Language Proficiency; Language Research; *Language Tests; *Rating

development, integration of language and culture, the proficiency movement, methods and materials, and discourse analysis. (LB)

ED 346 729 FL 020 438

Kristiansen, Irene
Foreign Language Learning and Nonlearning. Research Bulletin 82.
PUB DATE- 92
NOTE- 204p.; Academic Dissertation, University of Helsinki, Finland.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Foreign Countries; Grade 6; High Achievement; Junior High Schools; Language Research; *Language Skills; *Learning Theories; *Low Achievement; *Remedial Instruction; *Second Language Learning; Swedish; Uncommonly Taught Languages; Underachievement
IDENTIFIERS- Finland

A study is reported that investigated whether the foreign language learning outcomes of the poorest performers in Finnish schools could be improved by intensive remedial teaching. An experimental approach was taken with a group of 12 sixth grade students in a suburban school in Helsinki. Four were poor, four were average, and four were good students. All the poor performers were of average intelligence but scored significantly lower than the average and good performers on Raven's Progressive Matrices test and on Hunt's Conceptual Level test. The first 15 lessons of remedial teaching for the poor performers were given in a mixed ability group during half a term. The remedial teaching doubled the number of lessons in Swedish. In testing at this point, the poor performers showed a significant improvement in comprehension but not in production. During the second half of the term the poor performers were given remedial teaching as a separate group, and they were given twice as many lessons as the good and average performers. Testing showed that three of the four poor performers improved significantly in production but not in comprehension. One year later the poor performers had lost all the gains from the remedial teaching, and even scored lower than in the initial test. It was noted that the poor performers had adopted less efficient learning strategies than the other students, showed lack of motivation and responsibility, and had a lack of academic ambition. In one of two later additional experiments, a lasting effect was found possibly due to an earlier start. A tentative conclusion is that intensive remedial teaching can improve learning outcomes, but the poorest performers probably need continuous extra help or well-structured teaching that systemically trains their reasoning abilities. Contains approximately 600 references. (Author/LB)

ED 346 730 FL 020 439

Altman, H. Janet, Comp.
Teaching Interpreting. Study and Practice. Specialised Bibliography 5.
PUB DATE- 87
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; Annotated Bibliographies;

he is able to read. This will help him relate his learning to his daily life. A model for a lesson plan is presented along with directions on how to prepare it. A diagnostic test at the beginning of the program is advised, and a model for such a test is presented. Models for teaching the alphabet, vowels and consonants, and syllables and words, are presented. Ideas on specific techniques, like story telling, and reading) are provided. (Adjunct ERIC Clearinghouse on Literacy Education) (OPF)

ED 346 750 FL 800 334

Walsh, Catherine E.
Engaging Students in Their Own Learning: Literacy, Language, and Knowledge Production with Latino Adolescents.
PUB DATE- 91
NOTE- 64p.; A portion of page 3 is illegible. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Adult Basic Education; Cultural Context; High Schools; *Language Role; *Latin Americans; *Literacy; *Literacy Education; Novels; Photography; Student Projects; Writing for Publication; *Young Adults
IDENTIFIERS- *Biliteracy; Latinos

A discussion of biliteracy development for Latino adolescents and young adults in the public schools focuses on the situation in one high school, examining its dynamics, tensions, and possibilities. It is found that while the students in question are often over 16 and taught in high school, they are surrounded by the conceptions, orientations, and relations of an academic setting that has little or no use for lived experience, for linguistic and cultural difference, or for students who do not fit the age-specific standards of literate and intellectual performance. This is in contrast to the approaches of most adult education programs. In this context, knowledge is viewed as separate from the real world and community, with instruction simply emphasizing what students do not know. Instructional approaches used to encourage students to talk, theorize, and write about the contexts and content of their lives in and out of school are examined. The focus of the instructional activities was the creation of a photonovel about a teenage boy's problems. A brief bibliography is included. Some instructional materials and the final project are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 346 751 FL 800 455

English as a Second Language Program Curriculum. Second Edition.
SPONS. AGENCY- Hattie M. Strong Foundation, Washington, D.C.; Public Welfare Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 214p.; Support also received from the Cafritz Foundation, and the United Way of the National Capitol Area.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Community Organizations; *Competency Based Education; *Curriculum Design; *English

IDENTIFIERS- University of Wisconsin Eau Claire

This paper describes a workshop prepared and presented by the Business Administration Department of the University of Wisconsin-Eau Claire, that is designed to provide training in evaluating a European market for an American product and preparing a plan for marketing the product in Europe. It is noted that the program can work with both students from another country and with American students. The planning of the workshop is described, as are its components and its use of a teaching tool, the Coopers-Lybrand International Marketing Kit. Also provided are the workshop schedule, a discussion concerning the organization of the students into groups to facilitate learning, the use of role playing, and procedures for running the workshop. The workshop's flexibility for adaptation to other areas of business with many possible variations is noted. It is also pointed out that use of the kit has helped the students to network, develop cultural awareness, and grasp the considerations necessary to market a product internationally. (GLR)

ED 346 769 HE 025 575

Davidson, Lawrence S.; Holschuh, Kai
Global BIZQUIZ: A New Way To Promote Learning of International Business.
PUB DATE- 3 Apr 91
NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Faculty; College Students; Competition; Computer Assisted Instruction; Higher Education; Incentives; Instructional Innovation; International Trade; Postsecondary Education; Program Evaluation; *Teaching Methods; Team Teaching; *Training Methods
IDENTIFIERS- *BIZQUIZ

This paper describes BIZQUIZ, a quick and inexpensive solution for enhancing in both students and faculty the concepts of international business learning outside the curriculum. It is noted that this student-run activity can utilize computer technology to accomplish its objectives, as well as other devices to create interest in global business, such as donated prizes for incentives, competition, team playing, and both student and faculty involvement. How the BIZQUIZ process works is explained along with information on the numbers of student and faculty participating and a description of some of the program's prizes for reading articles and answering questions on international topics. The game is divided into two parts: (1) weekly contests spanning two semesters; and (2) a championship contest held once a year. It is noted that the results from the program are encouraging and suggest that its implementation is capable of quickly injecting global business learning through a means outside the curriculum. Appendices include the program schedule, the BIZQUIZ procedural list, the BIZQUIZ question form, and the rules of the BIZBOWL. (GLR)

ED 346 770 HE 025 576

respondents were part of a routine course evaluation process. Patterns of significant association among survey variables appeared which were consistent with disciplinary differences. For example, courses in the engineering-math-science area tended to emphasize fact and concept learning goals, and lectures, and based a high percentage of student grades on exams. Courses in humanitites, on the other hand, emphasized skills development, papers, group discussion, and practice quizzes, and relied less on exams for grading. A similar pattern involving the same course design variables was associated with overall ratings of amount learned, and overall teacher effectiveness. Generally, courses with higher student participation and feedback were associated with higher ratings. A heavy reliance on midterms and finals, and low-frequency feedback grading methods, were associated with lower ratings across disciplines. (Author/JB)

ED 346 787 HE 025 605

Moyer, Kerry L.
Pennsylvania and the State System of Higher Education in the 1990s: Demographics and Trends.
PUB DATE- Apr 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Educational Trends; Employment Patterns; Enrollment Trends; Females; *Higher Education; Migration Patterns; *Population Trends; School Demography; Sex Role; Social Change; Sociocultural Patterns; State Aid; *State Colleges; State Government; State Legislation; *State Universities; Trend Analysis
IDENTIFIERS- Pennsylvania; *Pennsylvania State Colleges and Universities

This report presents demographics and information on Pennsylvania's state system of higher education and on issues that may influence that system in the 1990s. Following a brief introduction, the first section treats changes in state demographics including migration, minority groups, accelerated aging of the general population, and family housing. A section outlining the changes in the state system of higher education demographics covers human resource trends, enrollment changes, and the changing role of women in society. The next section outlines economic changes including trends in tuition and charges, funding for the state system, future funding from the state legislature, the state's labor force, and employment trends. A look at social changes examines public commitment to education, public responses to social changes, and affirmative action. This is followed by a section presenting a summary of student markets touching on the high school graduate group as well as on increasing postsecondary participation and future possible markets. Major trends are summarized next. The final section looks at operating environments, the state itself, and the threats and opportunities open to the state and the higher education system. Included are a list of members of the Board of Governors for the state system of higher education, 33 tables, and 24 references. (JB)

ED 346 788 HE 025 606

Rubino, Antonio Nicholas
Student Satisfaction with the Educational Leadership Program at

research, and are often distinctive arrangements depending on the field of study, institutional environment, and task requirements. Each effective collaborative team must proceed through four basic stages: (1) choosing team members; (2) dividing the labor; (3) establishing work guidelines; and (4) terminating the collaboration. The controversy surrounding collaborative efforts mostly involves the inequitable use of power and influence by some team members, the loss of professional identity, and problems involving integrity. Most higher education institutions and professional societies, however, have not dealt with finding solutions to the problems inherent in the use of teamwork. Administrators have an important role in fostering collaboration such as in resource allocation; developing supportive policies; rewarding collaborative efforts, both publicly and privately; and the removal of many of the informal traditions and explicit policies that may inhibit faculty collaboration, such as criteria for tenure and promotion, policies for merit pay, and standards for faculty evaluation. More qualitative and quantitative research is needed to study collaborative practices in order to eliminate myths about this process and enhance opportunities for a successful experience. Contains 104 references and an index. (GLR)

ED 346 806 HE 025 626

Salaries Scheduled for Higher Education Faculty, 1990-91.
PUB DATE- Apr 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; *Compensation (Remuneration); Higher Education; Private Colleges; Professors; Public Colleges; *Salaries; School Surveys; Two Year Colleges

This report presents results of the annual College and University Faculty Salary Policies survey sent to 1,611 public institutions of higher education (895 responded) in the 50 states and the District of Columbia. The results provide information on faculty salary schedules, including the minimum and maximum scheduled salaries for each rank and/or preparation level. Survey highlights for two-year public institutions (n=688) include the following: (1) almost two-thirds (64 percent) base their salary schedules on academic preparation; (2) mean minimum salaries range from $22,306 for a bachelor's degree and $23,068 for an instructor to $29,286 for a doctor's degree and $33,485 for a professor; and (3) mean maximum salaries range from $33,367 for a bachelor's degree and $34,708 for an instructor to $45,743 for a doctor's degree and $49,750 for a professor. Highlights for four-year public institutions (n=207) reveal that the mean minimum salaries for instructors and professors ranged from $20,989 to $37,900; and the maximum salaries ranged from $35,600 to $68,740. An appendix contains the survey document and a list of the responding institutions. (GLR)

ED 346 807 HE 025 627

Keough, Kristin
Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1982-1990. E.D. TABS.

distance education can effectively benefit larger units of people and accelerate development through collaborative ventures, including arrangements involving aid agencies and developing countries or arrangements among nation states. It is concluded that, although economic factors, political influences, and a host of other mediating factors may directly affect the basis for cooperation at the international level (North-North, South-South, or North-South arrangements), the potential outcomes of such cooperation include an improved lifestyle for distance education students, increased literacy, and the encouragement of rapid growth and development in many developing countries. (8 references) (DB)

ED 346 826 IR 015 557

Chambers, Ellie
Pedagogical Research at the UK OU.
PUB DATE- 89
NOTE- 22p.; Lecture (Sandberg, Denmark, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Organization; *Distance Education; *Educational Research; Evaluation Research; Foreign Countries; *Formative Evaluation; Higher Education; Interviews; Microcomputers; *Open Universities; Surveys
IDENTIFIERS- *Open University (Great Britain)

This lecture describes the organization and kinds of pedagogical research undertaken in the United Kingdom Open University and, through a case study of educational research in the recently introduced Arts Foundation Course (A102), to show how one type of research can contribute to course organization and development. The Institute of Educational Technology (IET), a unit within the Open University, is primarily involved in pedagogical research and is the focus of this paper. Types of educational research discussed include comparative-evaluative research, investigative-evaluative research, and action-research or theoretical-investigative research. Research methods are also mentioned with interviews and surveys emerging as primary data collection tools. The lecture concludes with a brief discussion of some issues central to the organization, conduct, and purposes of pedagogical research in distance education. (10 references) (DB)

ED 346 827 IR 015 558

Report of the Blue Ribbon Committee for the Study of Information Systems, Telecommunications, and Library Services at Utah State University.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Campuses; *Change Strategies; College Libraries; Computer Networks; Delivery Systems; Higher Education; *Information Systems; Information Technology; *Library Services; *Organizational Change; Organizational Development; Planning; Policy Formation; *Telecommunications
IDENTIFIERS- *Utah State University

The Blue Ribbon Committee at Utah State University (USU) was

Interface) is cited as one of the first applications of digital recording technology. Digital audio production components are then described, they are: (1) the compact disk family, which includes WORMs, the recordable compact disk; (2) digital audio tape (DAT) cassettes; (3) digital audio workstations (DAW); and (4) 3-D audio and digital audio broadcasting (DAB). These descriptions include discussions of technical and policy issues associated with the use of these technologies. (16 references) (BBM)

ED 346 844 IR 015 632

Okinaka, Russell
High Stakes Tests as Public Policy: How This Can Affect Adolescent Development and How Computers Can Be Used To Relieve Associated Problems.
PUB DATE- 92
NOTE- 18p.; Paper presented at a Computer Technology Conference (San Bernardino, CA, February 7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Aptitude Tests; Competence; *Computer Assisted Instruction; Dropouts; *Emotional Development; High Schools; Individual Instruction; *Microcomputers; Self Concept; Student Motivation; *Test Anxiety
IDENTIFIERS- *High Stakes Tests; Scholastic Aptitude Test

The use of aptitude and competency testing in the public school system can have some undesired effects on students in terms of the stress and anxiety tests can impose. Adolescence is already a time in a child's life when many different pressures are coming to bear upon the psyche. Among the most undesirable consequences that can result from the additional pressures brought on by examinations such as minimum competency testing are increased dropout rates. The research literature indicates that microcomputers and computer assisted instruction can serve as excellent tools for relieving some of the problems associated with high stakes testing. Because of the computer's ability to provide individualized levels of instruction, non-threatening situations in which to learn and make mistakes, and high levels of feedback, reinforcement, and encouragement, it can serve as an excellent classroom aid which can reduce the probability of negative identity formation. The motivational qualities of the computer, in addition to its ability to facilitate instruction--reducing the amount of time necessary to convey the material--also serve to illustrate how the computer can potentially improve the overall quality of instruction in the classroom. (21 references) (DB)

ED 346 845 IR 015 635

Kay, Robin H.
Charting Pathways of Conceptual Change in the Use of Computer Software.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related paper, see IR 015 641.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

public service announcements via newspapers, cable outlets, and radio stations to publicize these services. In addition, the library has found it inexpensive and effective to stamp first class mail with colorful, inviting slogans. Reproductions of some of these slogans and a library brochure conclude the report. (MAB)

ED 346 862 IR 054 063

North Dakota Governor's Conference on Library and Information Services (Bismarck, North Dakota, November 29-December 1, 1990). Final Program Report.
PUB DATE- Mar 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Conferences; Democracy; Federal Government; Financial Support; Government Role; Illiteracy; Librarian Attitudes; Library Networks; Library Services; *Planning; Preservation; Productivity; *State Libraries
IDENTIFIERS- *Governors Conference Library Info Services ND; *North Dakota; White House Conference Library Info Services

This report begins with the governor's designation of the North Dakota State Library as the official state agency responsible for the state's participation in the 1991 White House Conference on Library and Information Services, describes budgetary problems encountered by the library in planning for state activities, and lists the 12 members of the planning committee. Committee planning for regional meetings is also described, including the selection of 16 towns and 1 Native American reservation as sites for these meetings. Information is then provided on planning for the state conference, the conference issues and resolutions, the selection of national delegates, conference evaluation method, and the budget for the conference. Concluding the report are the names of the official delegates and alternates chosen to represent North Dakota at the 1991 White House Conference on Library and Information Services (WHCLIS), and a list of the 30 recommendations adopted by the conference delegates. It is noted that the format of the state conference was designed to address the three national themes of literacy, productivity, and democracy as well as the four topics identified from discussions at the regional meetings: equal access, productivity through marketing, literacy, and preservation and access to public information. (MAB)

ED 346 863 IR 054 064

Board of Libraries Access Task Force. Final Report.
PUB DATE- Dec 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Childrens Libraries; Librarian Attitudes; Library Education; Library Services; Literacy; *Policy Formation; *Public Libraries
IDENTIFIERS- *Vermont

This theme issue of "The Bookmark" provides 1991 perspectives on several library service developments, including papers by three New Yorkers who played an important role in the White House Conference on Library and Information Services: Thomas Sobol, Commissioner of Education; Robert Wedgeworth, Dean of the School of Library Service at Columbia University; and Timothy Healy, President of the New York Public Library. Papers and reports in this issue include: (1) "Christopher Columbus Quincentenary Will Help New Yorkers Explore New Worlds" (an overview of library activities planned for the quincentenary and a schedule of exhibits); (2) "An Information-Sharing System for Students--The New York Experience" (a perspective on the first years of school library systems in New York State, Judith H. Higgins); (3) "Summary and Evaluation of the New York State LSCA (Library Services and Construction Act) Program, FY 1990"; (4) "Libraries, America 2000 and Education Reform" (Thomas Sobol); (5) "A Quiet Revolution and the Fragility of Graduate Library Education" (Robert Wedgeworth); (6) "The Research Library's Contribution to Democracy" (Timothy S. Healy); (7) "The U.S. Department of Education Office of Educational Research and Improvement, Library Services and America 2005" (chapter from a report prepared for the U.S. House of Representatives Subcommittee on Select Education of the Committee on Education and Labor, August 1991); (8) "Public Library Outreach Services" (Joseph F. Shubert); (9) "An Ideal Platform: Technology for Libraries" (Corinne Wightman); (10) "The Imagination Celebration Is 'Seeking New Horizons' in 1992" (Stephen Partisano); and (11) "The New York State Library: 1991" (a brief report of major accomplishments in the year ending March 31, 1991). (BBM)

ED 346 881   IR 054 117

Watt, Michael G.
The Design of Systems for Exchanging Information on Curriculum Products: A Guide to Information Services in Canada, United Kingdom, and United States of America.
PUB DATE- 92
NOTE- 163p.; Master's Thesis, University of Tasmania (Australia).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Audiovisual Aids; Computer Software; Courseware; Curriculum Guides; *Database Design; Database Producers; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Services; *Instructional Materials; Special Education; Vocational Education
IDENTIFIERS- Australia; Canada; United Kingdom; United States

This document reports a study of the processes involved in providing information services on curriculum resources to educational communities. In the first part, the development of the system for exchanging information within the Australian educational community is described, and the purpose, method, and results of a survey of American, Canadian, and British educational agencies providing information services is reported. In the second part, the programs are described for 12 information systems: (1) the A-V Online database provided by the National Information Center for Educational Media (NICEM, Access Innovations, Inc.; (2) the Exceptional Child Education Resources (ECER) database provided by the Council for Exceptional Children; (3) the EPIE ON-LINE database provided by the Educational Products Information Exchange (EPIE) Institute; (4) the MARIS On-Line database provided by the MARIS On-Line Limited; (5) the Canadian Education Index (CEI) provided by

IDENTIFIERS- *Pennsylvania College of Technology

Intended to enhance strategic planning and enable staff to work as a team toward a shared vision and common goals, this report presents the 1992-95 long-range plan of the Pennsylvania College of Technology (PCT). Part I defines long-range planning; describes the structure and use of the plan at PCT; presents PCT's philosophy, mission, and vision statements; and reviews the recommendations of the college's 2-year Middle States Self-Study. Part II contains area, goal, and task statements for the following: (1) Instruction, including standards for credentials, a curriculum portfolio, outcomes assessment, foundation skills, lifelong learning, instructional delivery and management, noncredit programming, and business and industry training; (2) Student Support, including student recruitment and retention, part-time nontraditional students, matriculation, student life, and student services; (3) Academic Support, including the program development and evaluation processes, staff development, instructional media and computer use, and general academic support services; (4) Institutional Support, including executive management, budget and finance, human resources, the physical plant, general administration and logistical services, and quality assurance; and (5) Public Support, including technical consultation and enrichment programming. Part III provides the long-range planning manual, which contains outlines and charts detailing processes for college research and evaluation; for revising the college's philosophy, mission statement, and goals; for creating, revising, and reporting long-range planning task statements; and for developing objectives. (JSP)

ED 346 898 JC 920 322

Sloane, Diana; And Others
2 2 2 Dissemination Project Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 30 Jun 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; Higher Education; High Schools; *Information Dissemination; *Information Networks; Intercollegiate Cooperation; Job Training; Library Development; Library Materials; Library Services; Online Systems; Teleconferencing; *Transfer Programs; Two Year Colleges; Universities; *Vocational Education; Workshops
IDENTIFIERS- *2 Plus 2 Plus 2 Programs; California; Santa Barbara City College CA

An overview is provided in this three-part final report of a project designed to disseminate information to assist California high schools, Regional Occupation Programs, and colleges in developing and strengthening 2 2 2 programs. Part I reviews the following project objectives: (1) hire a project coordinator and technical assistant; (2) develop a 2 2 2 statewide reference library with a collection of relevant materials from all pilot projects; (3) develop computerized access to this library through modems for all California community colleges; (4) develop procedures to request information, forms, and materials, and a cost recovery system; (5) develop a resource catalog to facilitate use of the library by Chancellor's office staff and California community colleges;

Most academic advising conducted in the California Community Colleges is accomplished through a formal system administered by professional academic advisors/counselors. With recent cutbacks in funding, the amount of academic advisor time available to an increasing number of students is decreasing. In an effort to increase the availability of academic advising services, Yuba College began a student Peer Advising Program in 1989. Trained student peer advisors work as paraprofessionals under the supervision of two academic counselors. In spring 1991, a year-long project was undertaken in an effort to change the role of peer advisors, utilizing them more effectively as counselors rather than as clerical support for professional counselors. During three stages of the project (pre-, partial, and full implementation), students completed a satisfaction questionnaire immediately after their contact with a peer advisor. In addition, professional counselors on staff were surveyed at the end of both the partial- and full-implementation stages using an open-ended questionnaire. over the three phases of the study, a total of 225 students were surveyed. Findings included the following: (1) the time students spent with the peer advisor increased by almost 70% from the partial to the full implementation phase; (2) student satisfaction increased with each phase; (3) problems presented to the peer advisors were more academic in nature during the earlier phases; and (4) counselor attitudes about peer advisors did not change, and counselors remained divided on the usefulness of peer advisors. (JSP)

ED 346 915   JC 920 343

Manning, Randolph H.
Suffolk Community College E.C.R.P. -- Eastern Campus Retention Program.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Advising; *Academic Persistence; Community Colleges; Program Descriptions; *Remedial Programs; *School Holding Power; School Orientation; Student Adjustment; Student Characteristics; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Suffolk County Community College NY Eastern Campus

Suffolk Community College Eastern Campus (SCCEC) designed and implemented a retention program built on the belief that access for students does not necessarily lead to success. The goal of the retention program was to increase retention of students by providing them with the skills and supports necessary to succeed. The group targeted for the retention program was the entire general college population, with special emphasis placed on those students at highest risk. Focusing on students' integration into campus life, the program included orientation, freshman seminar classes, academic advising, training and workshops for faculty and other key personnel, and universal testing. Universal testing, which accounted for the largest program expense, allowed for early identification of students with academic deficiencies, and proper placement of students into developmental courses. Enrollment and retention figures were constantly reviewed to help chart the success of the retention program. The retention rate for entering students still enrolled after one semester increased after the program was implemented in 1986 (i.e., from 73.3% in September 1986, to year 1990-91. First, a directory lists the address, phone number, and the president of each college. The next section focuses on the colleges' students, providing numerous data tables on such topics as numbers of full-time equivalent (FTE) students by program by institution; unduplicated headcount by institution; percentage distribution of enrollment by headcount by instructional program; the change in FTE from 1989-90 to 1990-91 by institution and program; systemwide headcount by gender, age, county of residence, and racial/ethnic distribution; and public high school graduates in the college districts, 1981-91. Information is then provided on faculty and staff, such as full-/part-time status, gender, salaries, and racial/ethnic distribution. The next tables present financial data, including general fund operating revenues and expenditures; direct instructional costs by program; costs per FTE; property taxes; tuition rates; financial aid expenditures; and the relationship between community college costs and state appropriations. Three tables are then provided on the system's facilities, including inventories of the total available area, the area distribution by major use category, and the distribution of assignable areas per FTE by major use category. Finally, information is presented on programs and services, including data on libraries; contracted out-of-district FTE's, and costs and resources; developmental education FTE, headcount by age, and headcount by race; statewide general education development unduplicated headcount; and small business development centers' funding levels and activities. Glossaries and brief notes are provided at the beginning of each section. (JMC)

ED 346 932 JC 920 366

Evans, John W.
Making Research Useful for CEO's and Trustees: Examples from Research on Faculty Salaries, Enrollment Projections, and Minority Access.
PUB DATE- 18 Apr 91
NOTE- 24p.; Paper presented at the Annual Research Conference of the Community College League of California (29th, Asilomar, CA, April 17-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Admission Criteria; Community Colleges; Comparative Analysis; *Enrollment Projections; Ethnicity; Governing Boards; Graphs; *Institutional Research; *Minority Groups; *Teacher Salaries; *Theory Practice Relationship; Two Year Colleges; Urban Demography
IDENTIFIERS- Population Projections; San Joaquin Delta College CA

Drawing on four examples of institutional research undertaken at San Joaquin Delta College (SJDC), this paper offers six principles to help researchers make their work more relevant and to enable decision makers to utilize research more effectively. The research examples provide brief descriptions of the need for, methodology of, and findings of studies on SJDC's impacted nursing program; on faculty salaries; on enrollment projections; and on the role of ethnicity in academic choice and outcome. Among the findings reported are the following: (1) the office of institutional research developed a multi-factor selection procedure for SJDC's impacted nursing program, which placed the heaviest weight on grades and test scores, but added points for minority status;

Lewin and their followers subscribe to the central ecological notions of interdependence of organisms and their environments. An attempt is made to show the connections between Gibson's conceptualization of affordance, and the related Lewinian notion of psychological ecology. Presentation of Gibson's concept is followed by discussion of relevant concepts related to Lewin and his later students, Roger Barker, Jacob Kounin, and Urie Bronfenbrenner. Next, Kounin's last research project is analyzed. The project concerned nursery school environments as ecological behavior settings that promote or hinder socially competent behaviors of children. All 596 lesson settings described in Kounin's project are generically classified into six signal system categories based on dichotomous concepts of continuity/lagging and intrusiveness/insulation: (1) signals from effects of one's own behavior on continuously present materials; (2) sequenced signals from a single, continuously emiting source; (3) teacher pacing of signals to children and use of continuous external signal source; (4) recitation with discrete, multiple child signals; (5) multiple and shifting signals, primarily from child sources; and (6) signals from a central source and inputs from high intensity props or actions. Results are discussed. Over 30 references are cited. (RH)

ED 346 949   PS 019 155

Levine, Michael; Lally, Ron
Knowledge Base Issues: Content of Preparation and Training Programs.
PUB DATE- 22 Oct 90
NOTE- 4p.; Based on a paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Children; Cross Cultural Training; Early Childhood Education; *Professional Training; *Program Content; *Training Objectives
IDENTIFIERS- *Caregiver Role; Cultural Sensitivity

This communication from one child education professional to another attempts to answer two questions. The first question deals with professional agreement on the content of early childhood training programs. The response indicates there is agreement that the recent trend towards formal academics for young children is based on a misconception because children learn most effectively through a play-oriented approach. The response further indicates that: (1) there is agreement on content areas for training of children and professionals, on those areas in which training initiatives are needed, and on the need for training for all people who work with children; and (2) there is disagreement on the particular content of these areas and initiatives, especially those concerning the role and style of caregivers' interactions with children. The second question deals with emerging new needs for training caregivers in the early childhood education field, e.g., multicultural/multilingual techniques, methods for working with children affected by AIDS and substance abuse. The response emphasizes the need for cultural sensitivity and care, and the training of providers of child care in drug treatment programs. (BC)

Public Schools MO

Two elementary schools in the Kansas City, Missouri, School District have been in operation for 5 years as Applied Learning Magnet Schools (ALMS). The ALMS are math and science magnet schools that emphasize skills in math, science, reading, language arts, and social studies. This report examines ALMS student achievement and enrollment during 5 years of operation under a court-ordered desegregation plan. Covering the years between 1986-87 and 1990-91, the report presents achievement gains or losses as measured by the Iowa Tests of Basic Skills (ITBS) and Missouri Mastery and Achievement Test. In addition, data on enrollment, racial composition, and extended-day participation are presented. Highlighted findings include the following: (1) ITBS achievement outcomes for students in the ALMS generally remained above national and district norms; (2) minority students typically performed above the national norm in language and science, and, to a lesser extent, in math; (3) nonminority students were above the national norm in reading, language, math, and science at all grade levels; (4) only the achievement data in science suggested a narrowing of the achievement discrepancy between minority and nonminority students; (5) ALMS students typically outperformed traditional school students in all content areas; (6) the ALMS program met its desegregation goals, with 41.3% nonminority enrollment; and (7) mean classroom enrollments indicated that class size was in compliance with guidelines. (AC)

ED 346 968 PS 020 571

Moore, William P.
The Holliday Montessori Magnet Elementary School, 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Class Size; Community Involvement; Elementary Education; Enrollment; Formative Evaluation; Inservice Education; *Magnet Schools; Minority Group Children; Montessori Method; Parent Attitudes; Parent Participation; Preschool Education; Program Effectiveness; Program Evaluation; Questionnaires; *Racial Composition; Staff Development; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO; Mixed Age Groups; *Montessori Schools

This formative evaluation report documents the progress made by the Holliday Montessori Magnet Elementary School (Kansas City, Missouri) during the first year of implementation of Montessori themes. The evaluation was based on the goals established by the Holliday Montessori Site Plan and the Long-Range Magnet School Plan. Examined were enrollment data; program implementation; parent, teacher, administrator, and student attitudes toward the program; and student achievement. Enrollment data indicated that the school's enrollment was 9% below program capacity, and that the school was close to achieving the desegregation goal of 60% minority and 40% nonminority students and had maintained court-ordered class size limits. Achievement scores for nonminority kindergarten students were above national norms in math and language subtests, but minority student achievement scores fell below the national norm. Classroom observations, site visits, questionnaires, and interviews suggest that the program is being implemented according to the site plan and long-range

Overprotection; Positive Affect; Role Reversal

This study examined relations between grandmothers' and mothers' memories of caregiving in their childhoods; grandmothers' and mothers' current relationships with each other; and mothers' patterns of caregiving with their infants. Subjects included 49 families across three generations. Grandmothers and mothers completed a questionnaire assessing their memories of acceptance and overprotection by their parents and were observed interacting on problem-solving tasks. The interactions were rated for positive affect and boundary dissolution. The latter rating concerned instances of role reversals or disregard for the other's feelings. Mothers' interactions with their infants at 6 and 9 months were rated for maternal intrusiveness. Results indicated that grandmothers who ranked high in memories of overprotection were more likely than other grandmothers to have daughters who ranked high in memories of overprotection. Grandmothers who reported maternal overprotection and stifled autonomy were more likely than other grandmothers to engage in intrusive interactions with their adult daughters. Mothers who reported maternal overprotection were more intrusive with their infants at both 6 and 9 months of age than were other mothers. High boundary dissolution and low positive affectivity between grandmothers and mothers were related to mothers' intrusive behavior with their infants. A list of 25 references is provided. (BC)

ED 346 986 PS 020 626

Edgar, Don
Sharing the Caring: Rethinking Current Policies.
PUB DATE- Apr 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Day Care; *Caregivers; *Child Caregivers; Community Programs; Disabilities; Family Programs; Females; Foreign Countries; *Frail Elderly; Long Term Care; *Public Policy; Sex Stereotypes; Social Responsibility; *Social Services; Social Support Groups; Sociocultural Patterns
IDENTIFIERS- *Australia; *Eldercare

This article presents an argument for reforming Australian public policy in favor of social care, rather than family, residential, or community care, for the elderly, sick, and disabled. After noting policy assumptions that families are the focus of caring and women are the natural caregivers, the paper describes changes in Australian family structures that militate in favor of policy reform. Trends related to marriage and childbearing, women in the labor force, family incomes, the aging population, legislation, and employment practices are analyzed. The paper then considers the impact of financial cutbacks on community care. The terminology of "care" and "caring" is analyzed, and hidden assumptions and connotations of this terminology are discussed. The paper then provides estimates of the numbers of Australians with particular needs for care and offers evidence that women are the main caregivers for children, the disabled, and the elderly. Discussion then turns to the caring role, covering such topics as the caregivers' need for specialized knowledge and instrumental and emotional support; stress levels; the hierarchy of public support; and research needs. Costs of care are considered next, with an emphasis on the indirect social costs of the enormous contributions that families are required to make to care population, the situation of rural schools in America, problems confronting the rural community, and the need for rural educational opportunities. Speakers discussed the need to build communities through education and the relationship of child and community in rural areas. The Children's Bureau advocated federal aid for elementary and secondary education. The booklet includes a panel discussion on building rural schools and communities. Committees provided final reports on the needs of rural children, education for community living, the scope of the school program, problems of professional personnel for rural education, the organization and administration of rural education, rural educational plant and equipment, minority and special groups, and paying for rural education. The booklet also contains the text of a forum discussion on education for a better rural life. This document contains 127 references. (DHP)

ED 347 005 RC 018 041

Alford, Paula N.
Rural Governments in a Time of Change: Working with Your State.
PUB DATE- 84
NOTE- 41p.; Part of a series of eight training manuals of the Rural Governments Coalitions for use by rural government officials. The left margin type on p.27 and 33 is slightly illegible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Community Problems; Community Support; Leadership; Leadership Training; *Local Government; *Management Development; Public Officials; *Rural Areas; State Agencies; State Aid; *State Government; State Officials

This manual is intended to help rural officials solve community problems. In defining local needs, rural officials should pick a winning issue, enlist community support, make certain of local authority to pursue the project, and build local credibility by demonstrating good government management. Officials can marshall resources by joining forces with other rural governments and networking through state associations and regional councils. To be knowledgeable and professional, rural officials need to understand the basic workings of state governments. This includes learning about the functions and duties of each branch of government as well as state-run federal programs versus state-run, state-funded programs that exist to benefit rural governments. Finally, rural officials need to expand their leadership skills by making themselves valuable to state officials, and being persistent but patient when working toward a goal. Included in the appendices are addresses and phone numbers for: (1) federal and state agencies and national organizations that can assist rural officials; (2) extension service offices listed by state; (3) public information offices of state legislatures; (4) state community development block grant offices; and (5) state job training partnership offices. Schedules for sessions of state legislatures and office addresses for governors are also listed. (KS)

ED 347 006 RC 018 106

Williams, Davant T.
The Dimensions of Education: Recent Research on School Size.

*Parent Materials; *Parent Participation; Parent Teacher Cooperation; *Student Promotion

This bilingual (English and Spanish) brochure explains why retention is common among migrant students and what parents can do to help their children succeed in school. By second grade, nearly 50 percent of migrant students in the nation are older than their classmates and only about 50 percent of migrant students graduate from high school. Research indicates that retention in kindergarten or first grade does not ensure greater success in school. Retained children tend to lack confidence and in general are insecure when compared to promoted students. In addition, evidence shows that students who are placed in transitional classes such as pre-kindergarten do not perform better than students who are promoted. Recommendations for parents include: (1) providing the school with as much information about the student as possible, such as the last school attended, name of teacher, and copy of report cards or progress reports; (2) meeting with the teacher and discussing options such as tutoring, remedial classes, and summer school for resolving the child's difficulties in school; (3) questioning the teacher if retention is recommended; and (4) enrolling the child in school as soon as he or she is eligible. A list of 20 questions for parents to ask the school is included. (LP)

ED 347 024 RC 018 707

Irby, George; And Others
Help! They Don't Speak English Starter Kit for Primary Teachers. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 162p.; Originally produced by the Virginia Department of Education Migrant Education Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; *Elementary School Curriculum; English (Second Language); Haitians; Instructional Materials; *Limited English Speaking; *Mathematics Instruction; Mexican Americans; *Migrant Children; Migrant Education; Primary Education; *Second Language Instruction; Special Needs Students; Teaching Methods

The purpose of this resource guide is to assist educators of limited English proficient (LEP) migrant students in the primary grades in language and mathematics instruction. The stages of language acquisition are described along with practical suggestions for teaching strategies to be used at each stage. Information about Mexican-American and Haitian cultures is provided to help teachers better understand migrant students. Teaching guides in specific areas include: (1) pre-reading strategies and materials that have been shown to benefit all primary students, particularly LEP students; (2) mathematics exercises and strategies at concept, connecting, and symbolic levels and integration of basic mathematics skills with language development activities; (3) evaluation methods for LEP migrant students, including student identification, placement, grade retention, language survey, progress reporting, a mathematics development checklist, and a bibliography of tests used with LEP students; (4) strategies for encouraging parental involvement and improving the relationship between school and parents; (5) a glossary of second language education terms; (6) a list of state and local abiotic components, biotic components, processes, and biological systems; (2) "Resources" including natural resources, abiotic resources, biotic resources, and degradation of resource bases; and (3) "Human Systems" including humans and environment, technological systems, social systems, and environmental awareness and protection. Each concept has its concept number, level (introductory, intermediate, or advanced), class (definition, fact, issue, or opinion), and secondary reference. A chart showing each concept's level, class, and objective (awareness, knowledge, attitude, and participation) is given. Bibliography of sources and index are provided. (YP)

ED 347 042 SE 051 480

Ballard, Melissa
Defining the Universal in International Environmental Education through a Content Database.
PUB DATE- Feb 89
NOTE- 102p.; Master's of Science Thesis, State University of New York. For Appendix B of this document, see SE 051 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Science; Concept Formation; *Concept Teaching; *Databases; Educational Objectives; Educational Strategies; *Educational Technology; *Environmental Education; Higher Education; *Instructional Design; Instructional Development; International Educational Exchange; Process Education
IDENTIFIERS- Environmental Education Research

This thesis focuses on the definitional and cross-cultural processes involved in the development of an environmental education (EE) database of essential learnings, and the potential of the product in improving the effectiveness of international EE. Identifying the universal aspects of EE is crucial because EE is an evolving field, and is international in scope and development. Many nations are instituting programs in EE and there are several multinational efforts underway. For nations to effectively work together, and for new environmental educators to avoid needless repetition, universal EE definitions are needed. The database analyzed is a combination of two parts: concepts and processes. It consists of over 630 entries coded by subject, educational level, objective, and type of content. Cross-cultural compilation and reviews by Indian and US environmental professionals were included in this definitional process. Included is a statement of the problem, a case study and analysis of the "Essential Learnings" database, and conclusions and recommendations. (Author/CW)

ED 347 043 SE 051 716

Sly, Carolie; Ruskey, Abby
Earth Day 1990: Lesson Plan and Home Survey--K-6. Energy, Solid Waste/Recycling, Toxics, and Water, with Follow-up Activities and Action Guide.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 47p.; For a related document, see SE 051 717. Co-sponsored by ESPRIT.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

The research examines: (1) meta-analyses of the effectiveness of the innovative science curricula on students' achievement; (2) research on changes in teacher and student characteristics between 1957 and 1990; (3) the educational literature on the changes in the goals of public education during this same period; and (4) changes in student achievement. The topics of teacher reforms, science textbooks, drop-out prevention programs, student standards, parental involvement, school accountability, schools of choice, year-round schools, and corporate partnerships are discussed. (KR)

ED 347 060 SE 052 043

Loucks-Horsley, Susan; And Others
Developing and Supporting Teachers for Science Education in the Middle Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 96p.; For related documents, see ED 314 235, SE 051 821, and SE 052 044.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Elementary School Science; Elementary Secondary Education; Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Change; *Science Education; *Science Instruction; *Science Teachers; Staff Development; *Teacher Education

This document is part of a second set of reports that focus on science and mathematics education for young adolescents. It addresses the salient issues of improving middle grade science education, emphasizing the importance of the teacher as learner and facilitator. If overall improvement is indeed to occur, the various parts of the system must change, but they must change in an interrelated fashion that places teacher development at the center of the change effort. Chapters include: (1) "Introduction"; (2) "Knowledge, Beliefs, and Skills of Middle Grade Science Teachers"; (4) "Organizational Context and Support"; (5) "Preparing Teachers for the Middle Grades"; and (6) "Summary and Conclusion." Lists of 81 references, the Teacher Development and Support Study Panel, and the Advisory Board Members are included. (CW)

ED 347 061 SE 052 044

Bybee, Rodger W.; And Others
Science and Technology Education for the Middle Years: Frameworks for Curriculum and Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 152p.; For related documents, see ED 314 237, SE 051 821, and SE 052 043.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Opinions/Personal Viewpoints/Position Papers/Essays (120)

exercises selected for third grade students focusing on waste management. Litter is cited as one problem that very young children can comprehend and solve. They can learn to dispose of waste properly, help recycle some items, and come to understand how their own behavior affects the environment. The activities included in this unit use waste management to facilitate an environmental awareness and sense of environmental responsibility. Unit activities are designed to allow students to trace historical changes in consumption and packaging and study the meaning of the term biodegradable. The unit presents the following major ideas: (1) manufactured products and packaging have changed through time; (2) the United States has problems with both littered and non-littered solid wastes; (3) the increased numbers of people and products create a huge amount of waste; (4) modern packaging has many advantages; (5) some modern packages are necessary while others are not; (6) modern materials often last a long time when littered in the environment; (7) it takes thought and imagination to invent useful packages; and (8) people are responsible for solid waste and litter. Each activity in the unit meets the Virginia Department of Education Standards of Learning Objectives for Science, however, the material is designed to be interdisciplinary and may also be used to meet social studies, health, language arts, mathematics, or art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

ED 347 077 SE 052 793

Let's Waste Less Waste. Operation Waste Watch: The New Three Rs for Elementary School. Grade 4. Second Edition.
PUB DATE- Jan 90
NOTE- 19p.; For other environmental education curiculum guides, see SE 052 789-795. For the first edition, see ED 325 318.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Environmental Education; Grade 4; *Interdisciplinary Approach; Intermediate Grades; *Pollution; Recycling; *Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

This publication, the fifth in a series of seven for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. It contains a unit of exercises selected for fourth grade students focusing on the waste management. Litter is cited as one problem that very young children can comprehend and solve. They can learn to dispose of waste properly, help recycle some items, and come to understand how their own behavior affects the environment. The activities included in this unit use waste management to facilitate an environmental awareness and sense of environmental responsibility. The unit presents the following major ideas: (1) people learn a wide variety of habits as they grow up; (2) some people have developed habits of littering and mismanaging trash; (3) a large amount of solid waste is generated each week by family units, school classes, and communities; (4) people can make improvements in the way they manage their solid waste; and (5) there are many sources of litter in a community. Each activity in the unit meets the Virginia Department of Education Standards of Learning Objectives for Science; however, the material is designed to be

National Center for Education Statistics. This report profiles the mathematics and science instruction received by eighth graders (11,414 surveyed in mathematics and 10,686 in science) in public and private schools in 1988 and proposes to trace the participants into the 10th and 12th grades. A preface lists highlighted findings, tables, and figures included in the document. The body of the report consists of five chapters. Chapter I discusses the purpose and format of the report and limitations of the study. Chapters II and III examine the relationship of various aspects of mathematics and science instruction to students' socioeconomic status and race-ethnicity and type of school attended. Among the aspects examined were the major topics taught, average class size, hours per week attended, allocation of class time, assigned homework, availability of instructional materials, student attitudes toward mathematics and science, and teacher characteristics and qualifications. Chapter IV examines mathematics and science achievement test scores in relation to the various components of instruction measured in the study. Chapter V provides a descriptive profile of the mathematics curriculum, the science curriculum, teacher characteristics and qualifications, classroom characteristics, school type differences, and students' opportunity to learn based on the findings. Appendices that describe the methodology employed and standard errors of estimates reported in tables and figures in the text are provided. (MDH)

ED 347 095 SO 019 507

Applebee, Arthur N.; And Others
Literature & U.S. History: The Instructional Experience and Factual Knowledge of High School Juniors. The Nation's Report Card.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Oct 87
NOTE- 62p.; For related document, see ED 274 684.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Curriculum Evaluation; *Grade 11; High Schools; *Instructional Effectiveness; *Knowledge Level; *Literature; National Surveys; Research Projects; Student Evaluation; *United States History
IDENTIFIERS- *High School Juniors; National Assessment of Educational Progress

The national survey reported in this document focused on 11th grade students' knowledge of literature and U.S. history. While approximately two-thirds of the history questions were answered correctly, performance on the literature assessment was slightly lower, perhaps because some questions were asked about authors and literary works not included in high school curricula. Results indicate that students are more likely to remember information about topics in which they have a particular interest or that are related to their cultural background. Patterns of course work are directly related to students' knowledge of history and literature. Students' knowledge levels in both subject areas are affected by the number of topics previously studied and how recently the course was studied. Instruction in U.S. history tends to reflect traditional teaching approaches, while literature instruction tends to be differentiated in terms of students' academic tracks. Appendices contain an explanation of the research procedures and the literature and history assessment data.

examines the connection between energy policy and the environment. The unit includes a five-day lesson plan and student activities. The lesson plan begins by introducing students to the policy dimension of recent findings about ozone depletion, then engages them in a role play based on the June 1992 Earth Summit in Rio de Janeiro. After weighing environmental issues in a global context, students evaluate U.S. options in the course of a two-day simulation. Finally, students apply what they have learned in developing their own option for U.S. policy. (DB)

ED 347 116   SO 022 306

The Arab-Israeli Conflict: Looking for a Lasting Peace. Choices for the 21st Century.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *Foreign Policy; Futures (of Society); High Schools; Instructional Materials; Learning Activities; Peace; Social Studies; Units of Study; World Affairs
IDENTIFIERS- *Arab States; *Israel

This mini-unit seeks to go beyond the acrimonious and divisive debate that has generally characterized the Arab-Israeli conflict and to provide high school students with five distinct options that allow them to explore a range of alternatives for U.S. policy toward the conflict and that provide them with a context for integrating and analysing newly acquired information. The guide offers students four sections of relevant, applicable background materials to consider and integrate as they explore the five policy positions. The unit includes 10-day and 5-day lesson plans. Both plans follow a similar sequence, first introducing the historical background of the conflict and presenting Arab and Israeli perspectives, then engaging students in a role play of U.S. options, and finally guiding them toward the development of their own ideas about U.S. policy. (DB)

ED 347 117   SO 022 365

Potoker, Elaine S.
The Caribbean Basin Initiative: Reaction to the CBI I as an Economic Development Model and of Its Impact to the Region.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Economic Development; Foreign Countries; *Foreign Policy; *International Relations; *International Trade; Social Science Research
IDENTIFIERS- *Caribbean; *Caribbean Basin Initiative

Begun under President Reagan, the Caribbean Basin Initiative (CBI) was a program of trade, economic assistance, and tax measures designed to generate economic growth in the region through private sector investment and trade. This study proposes to: (1) discuss the reaction to the CBI as a viable economic development model for the region; and (2) assess its impact upon selected countries. Without further study it is

Teacher Workshops
IDENTIFIERS- *Protege Mentor Relationship; Southeast Missouri State University

In response to a state requirement that Missouri colleges and universities provide assistance to beginning teachers who are graduates of their teacher education programs, Southeast Missouri State University planned and implemented two one-credit graduate courses--one for mentors and one for beginning teachers. The 5-hour workshops met simultaneously for 4 days during the summer session. Topics for the classes were selected to reflect both state requirements for teachers, as reflected in the state-developed performance-based teacher evaluation model, and the perceptions of teachers and principals about the strengths and weaknesses of beginning teachers. Because the classes met simultaneously, the two groups often merged to address certain topics and promote mentoring. The format of the workshop sessions included active participation and formal presentations. Topics and activities included beginning teachers constructing, with the help of their mentors, individual professional development plans; new state certification requirements; and effective teaching and classroom management strategies. Appendices include an outline of findings from a survey of principals' and beginning teachers' perceptions of beginning teachers' performance; the evaluation form used to evaluate the summer workshops; and the daily schedules of the mentor and beginning teacher workshops. (IAH)

ED 347 137 SP 033 880

A Guide for Student Teaching. Revised, Spring 1992.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Classroom Techniques; Communication (Thought Transfer); *Cooperating Teachers; Decision Making; Elementary Secondary Education; Guidelines; Higher Education; Lesson Plans; Observational Learning; Principals; *Responsibility; Student Teacher Evaluation; *Student Teacher Supervisors; *Student Teaching; Teacher Education Programs
IDENTIFIERS- *Millersville University PA

This guide is designed to assist Millersville University (Pennsylvania) teacher education students as they embark upon student teaching assignments. The handbook emphasizes reflection, communication, professionalism, and decision making; it begins with a quick reference page that includes information on what to do when specific situations arise and blank spaces for important telephone numbers. The document is organized into six sections: (1) a visual representation of the teacher preparation model; (2) checklists describing responsibilities of student teachers, cooperating teachers, building principals, and university supervisors; (3) student teaching policies and procedures; (4) minimum requirements expected of student teachers; (5) the importance of classroom and laboratory management; (6) planning for instruction; and (7) a sample evaluation to be submitted by university supervisors and cooperating teachers. Appendices include a checklist for classroom and laboratory management; a lesson plan format; question and answer forms for observing routine

Scales; Research Methodology; *Test Construction
IDENTIFIERS- *Cambridge Assessment of Spoken English

The development of the Cambridge Assessment of Spoken English (CASE) is reviewed, with particular reference to the trialling and validation of the rating scales. The objectives of the test are to assess an individual's ability to produce and process spoken English; demonstrate the ability to communicate in English through the use of grammatical, discourse, and interactive skills; and maintain fluent and accurate discourse as appropriate. The test was based on a model of language proficiency. Attention was paid to the development process itself, which was both cyclical and iterative rather than linear. Decisions were evaluated in light of experience and trialling evidence and changes of direction applied as appropriate. Materials were developed in parallel with rating scales, training, and administrative procedure. The document includes approximately 17 pages of tabular or graphic information to supplement the narrative. Contains 7 references. (LB)

ED 346 711 FL 020 353

Seidner, Stanley S.
Negative Affect Arousal Reactions from Mexican and Puerto Rican Respondents.
PUB DATE- Feb 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Intercultural and International Communication Conference (8th, Miami, FL, February 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnic Groups; Hispanic Americans; Immigrants; *Language Attitudes; Language Research; Language Usage; *Limited English Speaking; *Mexican Americans; *Negative Attitudes; Pronunciation; *Puerto Ricans; Socioeconomic Status; Sociolinguistics; *Spanish Speaking

Results are presented of an experiment involving the reactions toward accented speakers by immigrated native and near-native proficient English speakers from the same Spanish-speaking ethnolinguistic background. It was hypothesized that: (1) the negative reactions of listeners reflected an observable association with a geographic location such as the host society, neighborhood, or even a street; and (2) Spanish speakers from other countries posed a threat to their language counterparts from other Latin American origins, particularly those ensconced within majority concentrations. It was thought that English proficient Hispanic subjects from the sparsely represented areas would react less negatively toward accented speakers than those from highly represented ones. A total of 84 subjects with an average age of 25 were studied. Among the 28 variables were gender, marital status, educational levels, and ethnicity of subjects as well as spouses. A number of dependent variables appeared to show significant interrelationships; e.g., opinions by Mexican and Puerto Rican subjects from majority neighborhoods about the socioeconomic status of different ethnic origin limited-English-proficient (LEP) speakers significantly correlated with expressions of trust, comfort, and judgments. Overall, the findings from the study support the existence of a negative affect arousal mechanism through observations regarding the devaluation of speakers from other Spanish ethnic origins. Additional research is warranted to explore the characteristics associated with negative affect

Bilingualism; Foreign Countries; Intellectual Disciplines; *Interpreters; *Interpretive Skills; *Language Arts; Resource Materials; *Second Language Learning; Teaching (Occupation); *Translation

A specialized bibliography on the study and practice of teaching interpreting is presented. Introductory comments note that interpreting is young as an academic discipline. Issues covered in this bibliography include the role of bilingualism, the relationship between translation and interpretation, and psychological, neurological, and sociological considerations. The 172 entries are numbered sequentially and arranged alphabetically within seven categories: (1) reference works; (2) theory of interpreting; (3) collective volumes; (4) training in conference interpreting (i.e., general, consecutive, simultaneous, and the curriculum); (5) interpreting as a language-teaching technique; (6) non-conference interpreting; and (7) interpreting as a career. A list of journals cited is included, along with an author index. (LB)

ED 346 731 FL 020 440

Foreign Language Testing. Supplement 1981-1987. Specialised Bibliography 6.
PUB DATE- 88
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Applied Linguistics; *Communicative Competence (Languages); Elementary Secondary Education; Foreign Countries; *Language Tests; Scholarly Journals; *Second Language Instruction; Testing; *Testing Problems; Trend Analysis

A specialized bibliography on foreign language testing compiled by the British Centre for Information on Language Teaching and Research (CILT) is presented covering the period 1981 to 1987. This supplement consists of 200 abstracts from the journals "Language Teaching and Linguistics: Abstracts" and "Language Teaching." It also contains an annotated listing of the following: 4 survey articles; 11 sources of information on testing and examinations; nearly 60 books, including conference reports, surveys, monographs, and research reports; 55 selected titles of articles that do not appear in the abstract section; and 10 examples of published tests and additional collections of test materials held by the CILT Library. A detailed subject index and name index are also included. The literature reflects substantial interest in testing problems involved in specifying communicative proficiency and in reshaping the public examination system at 16 . (LB)

ED 346 732 FL 020 451

Hewett, Derek, Comp.
Graded Objectives in Modern Languages (GOML).
PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Competency Based Education; Foreign Countries; *Language Tests; Modern Languages; Public Policy; Secondary Education; *Second Language Learning; *Student Evaluation; *Testing Programs

(Second Language); *Hispanic Americans; Immigrants; *Literacy Education; Needs Assessment; Questionnaires; Second Language Instruction; Spanish; Volunteers
IDENTIFIERS- *District of Columbia

An English-as-a-Second-Language (ESL) curriculum is presented that was developed and implemented by the Spanish Education Development (SED) Center in Washington, D.C. SED's ESL program, which offers beginning and intermediate instruction during the day and evening, expands from a traditional survival skills base by incorporating a problem solving theme. The program emphasizes the participation of volunteers as teacher aides. This curriculum guide includes the following: description of the SED Center and its approach to adult learners; assumptions about adult learners, adult ESL learners, and SED Center's ESL students; explanation of the incorporation of problem-posing activities into a competency-based curriculum; a flow chart for using resources; and a guide to teacher resources. More than 150 pages of the guide are devoted to specific competencies for four levels of ESL instruction. Exit criteria are presented for reading, writing, listening comprehension, and oral communication. Results of a needs assessment questionnaire administered in 1985 to SED Center students are also reported, with information provided on jobs, need for translation, use of transportation, children, factors affecting future plans, educational background, other languages, where students go and where they use English, anxiety using English, and reading. (LB) Adjunct ERIC Clearinghouse on Literacy Education

ED 346 752 FL 800 474

Foster, Lois; Rado, Marta
Literacy Needs of Non-English Speaking Background Women. Report of a Research Project. Occasional Paper 7.
PUB DATE- 91
NOTE- 264p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Bilingualism; Change Strategies; Comparative Analysis; Cultural Pluralism; Employed Women; *Employment Opportunities; Employment Patterns; *English (Second Language); *Females; Foreign Countries; Labor Force; *Limited English Speaking; Public Policy; Questionnaires; Tables (Data); Unemployment
IDENTIFIERS- *Australia

In view of recent Australian government policy favoring multiculturalism, a research study was undertaken to investigate the effect of literacy, bilingualism, and adult education and training on non-English speaking background (NESB) women in Australian society. NESB women have been identified as a migrant group with both special needs and problems as well as skills. This report reviews issues in literacy and bilingualism, new orientations in the 1990s for adult education and training, and workforce reform. The aim of the study was to enhance the opportunities for and access to further education and/or paid employment for NESB women. The methodology included a review of published and unpublished materials, interviews with a wide range of service providers and students, surveys of training opportunities, attendance at conferences and workshops, observations of a range of classes, collaboration on a literacy and basic education workshop, and development of a network of skilled informants. It is concluded that: (1) location, functioning, needs, and problems of NESB women as a specific group in Australia must continue to be the

Howard, Janet M.; Keele, Reba
International Students in a U.S. Graduate Business Program: Cultures, Subcultures, and the New Student.
PUB DATE- 18 Mar 91
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); College Students; *Foreign Students; Graduate Study; Higher Education; Needs Assessment; Program Effectiveness; Program Evaluation; *School Orientation; Seminars; Student Subcultures; Workshops
IDENTIFIERS- *Brigham Young University UT; Marriott School of Management UT

This paper discusses the development, implementation, and results of an intercultural training program for the students of the Marriott School of Management (MSM) at Brigham Young University, Utah. Complaints from MSM international students that they felt some sense of abandonment by MSM and the university promoted a research study on international students' needs, concerns, and problems in general and specifically at Brigham Young. Based on the results of this research, the International Student Orientation Program, a mandatory 2-week, international student orientation seminar/workshop for all first-year international students, was developed to help meet these identified needs. Surveys of the students at the end of the seminar/workshop and the faculty members during the first year of implementation provided the following results: (1) the international students are integrating more effectively with other students; (2) they are interacting in classroom settings and are bridging classroom cultural differences; (3) rankings of international students are higher than in previous years; (4) they possess stronger feelings of security because of the support systems in place; (5) they show a greater success of job placement for both summer internships and full-time jobs; and (6) they are developing more positive relationships and are experiencing an overall more positive experience at the school. (GLR)

ED 346 771 HE 025 577

Hanson, Kaye T.
Solidifying International Bridges through Communication Teaching.
PUB DATE- 3 Apr 91
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; *Business Administration Education; Business Communication; Communication Skills; *Communicative Competence (Languages); *Cultural Awareness; Graduate Study; Higher Education; International Education; International Trade; *Language Usage; Marketing; Multicultural Education; Mutual Intelligibility; Personnel Management; Teaching Methods

Western Michigan University.
PUB DATE- 8 May 92
NOTE- 28p.; Paper presented at the Educational Leadership Research Encounter (Kalamazoo, MI, March, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Education; *Doctoral Programs; Educational Administration; Graduate School Faculty; *Graduate Students; Graduate Study; Graduate Surveys; Higher Education; *Participant Satisfaction; Program Evaluation; *Student Attitudes; Student Evaluation of Teacher Performance; Teacher Educator Education
IDENTIFIERS- *Educational Leadership; *Western Michigan University

A study was done to determine the relationship between student satisfaction with the Educational Leadership department graduate study program at Western Michigan University, and the time the students had been in the program. The study used a Student Satisfaction Scale that measured faculty characteristics, student participation in the program, instruction, students' relationship, department services, and program curriculum. The data were collected from 81 students enrolled in the masters and doctoral degree programs of the department since winter 1990. Based on the results of the study, a relationship between the length of time a student had attended the graduate program in educational leadership and satisfaction with the program was not found. A relationship was found between students' satisfaction with the instruction and the length of time attending the program. Those students with more time in the program felt more satisfied with the instructional process than those who had spent less time. Included in three appendixes are faculty comments on the survey instrument, observations made by the paper's editor, and a copy of the survey. There are 11 references. (Author/JB)

ED 346 789 HE 025 607

Reithlingshoefer, Sally J., Ed.
The Future of Nontraditional/Interdisciplinary Programs: Margin or Mainstream? Selected Papers from the Annual Conference on Nontraditional and Interdisciplinary Programs (10th, Virginia Beach, Virginia, May 10-13, 1992).
PUB DATE- May 92
NOTE- 763p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Instruction; Community Development; Cultural Influences; Educational Assessment; Educational Technology; Extension Education; *Higher Education; Institutional Cooperation; Instructional Effectiveness; *Interdisciplinary Approach; Learning; Liberal Arts; *Nontraditional Education; Politics of Education; School Business Relationship; Special Needs Students
IDENTIFIERS- Cazenovia College NY; Fairleigh Dickinson University NJ; Lewis Clark State College ID; Lynchburg College VA; State University of New York

This volume presents the proceedings of a conference on higher education non-traditional and interdisciplinary programs. The papers are grouped into 13 categories. The categories, together with some of the topics treated by the papers grouped within them, are as follows: (1) "Assessing Experiential Learning"

PUB DATE- Jun 92
NOTE- 39p.; Data tables may not reproduce well due to type size.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Comparative Analysis; *Educational Finance; *Expenditures; Financial Support; *Fiscal Capacity; Higher Education; *Income; Private Colleges; Public Colleges; School Surveys; Tables (Data); Trend Analysis; Two Year Colleges; Universities

Thie report provides figures and tables of data on the financial characteristics of institutions of higher education from 1982-1990. The data are gathered annually by the National Center for Education Statistics through the Integrated Postsecondary Education Data System. Seven figures display current funds revenues and expenditures (in constant dollars) for public and private institutions by source and purpose for fiscal years 1982-1990. Among the 23 tables of data is information for years 1981-82 to 1989-90 on current revenues and expenditures for public and private, four- and two-year institutions; total current funds revenues and expenditures by selected categories and state for 1990; comparisons of total current funds revenues and expenditures of fiscal years 1989 and 1990 for public and private institutions; and current funds revenues and expenditures, in constant 1990 dollars and by source, for private and public institutions for 1981-82 to 1989-90. The report also includes an overview of the survey methodology. (GLR)

ED 346 808 HE 025 628

National Assessment of College Student Learning: Issues and Concerns. A Report on a Study Design Workshop.
PUB DATE- Jun 92
NOTE- 118p.; "With special reports by Addison Greenwood."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Outcomes Assessment; College Students; Educational Assessment; *Educational Planning; Higher Education; *Outcomes of Education; Position Papers; Problem Solving; Seminars; *Student Development; *Student Evaluation; Thinking Skills; Workshops
IDENTIFIERS- *National Center for Education Statistics

This report presents the results of a workshop, held in Arlington, Virginia, on November 17-19, 1991, to discuss with the larger community the National Center for Education Statistics' (NCES) effort to develop strategies for assessing college student learning in support of National Education Goal Five, Objective Five which supports a substantial increase the proportion of college graduates who demonstrate advanced reasoning and communication skills. It is noted that of particular interest is the identification of the issues and concerns that NCES must consider in developing such an assessment process. The report begins with a brief description of the project goals and activities and is followed by a report of the workshop opening session and small group reports. Listed are the position papers by author and reviewers as well as general statements of the workshop participants. The general statements (individual comments) address what some participants would like to see as a user, what the most important next steps by NCES should be, what the major barriers and/or problems are that the NCES is likely to face, and who else should be consulted. (GLR) charged with the study of information systems, telecommunications, and library services at the university, and challenged to look for ways to better manage, coordinate, and capitalize on both opportunity and investment in telecommunication and information technology and resources. The committee communicated with a number of universities across the country and found that four basic issues were common with each of the institutions: (1) a need for university-wide central leadership with respect to telecommunication; (2) a need for increased integration of telecommunication and information technologies and resources; (3) a need to capitalize on the reality of limited resources and develop and maintain common communication protocols; and (4) a need to establish an organization capable of planning for the future and reacting to the rapid changes in technology. Telephone interviews with other universities and meetings with educational administrators provided needed background information as well as information on the learning resources and telecommunications needs of the university's on and off campus programs. This report briefly reports on the interviews with other universities and meetings with the USU deans, the President's Council, and faculty, staff, and students. It then traces the development of planning notes and provides a detailed description of the proposed organizational structure that emerged from the study, including two figures depicting the proposed structure and reporting lines and interactions among and between deans and vice presidents. One of the major recommendations is that the Director of Merrill Library and the Learning Resources Program be appointed the Dean of Learning Resources and given the added responsibilities for the Computer Services, Telephone Services, Electronic Distance Education Engineering and Distance Education Instructional Development. It is noted that this central organizational structure would place all telecommunication units in the same administrative line. (DB)

ED 346 828   IR 015 559

Thrash, Blanche Carter
Whole Language and the Media Center.
PUB DATE- 92
NOTE- 43p.; Requirements for Degree of Educational Specialist, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Media; Elementary Education; Junior High Schools; *Learning Resources Centers; *Library Role; *Library Services; Middle Schools; Questionnaires; School Surveys; Use Studies; *Whole Language Approach
IDENTIFIERS- Atlanta Public Schools GA

The purpose of this study was to investigate the services provided by elementary and middle school media centers to support whole language instruction, and to determine how the media program contributes to the goals, resources, and teaching strategies of the whole language movement. The population for the study included all 81 elementary and 15 middle schools in the Atlanta, Georgia, City School System. Data were collected in 1991-92 using a mailed survey questionnaire and analyzed using descriptive statistics. Responses from 78% of the media specialists surveyed indicated that: (1) media center services to support whole language instruction included storytime, library displays, assisting pupils with research, book fairs,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Cognitive Processes; Computer Literacy; Computer Software; Foreign Countries; Graduate Students; Higher Education; Interaction; *Learning Strategies; Metaphors; Prior Learning; Research Methodology; *Spreadsheets; Task Analysis; Videotape Recordings

Researchers of computer ability have been largely influenced by the Galtonian perspective of intelligence assessment: a predominantly linear, construct-driven model based on identifying statistically determined factors. The use of this methodology, though, has far more to do with utility than theoretical rigor. Notably absent from this kind of approach is data on process--how a subject interacts with the computer. This study looked at the process of knowledge acquisition in a computer-based environment. Six subjects (two males, four females) were videotaped while learning a new spreadsheet software package. A detailed examination of their think-aloud protocols is presented which addresses the role of previous experience, the use of metaphors, the effects of task interpretation, and use of terminology. The following conclusions were reached: (1) there is no clear relation between previous computer-related skills and the successful completion of spreadsheet learning tasks; (2) subjects actively attempt to learn by using a variety of metaphors; (3) task interpretation affects how subjects behave and the kind of errors they make while learning; (4) terminology is related to degree of understanding of new tasks; and (5) a process-oriented approach to examining computer ability provides a rich source of theoretical and pedagogical information. Protocol instructions for subjects are appended. (22 references) (Author/BBM)

ED 346 846 IR 015 639

Hart, Russ A.; And Others
Establishing Rural ITFS Distance Education Programs: The California State University, Fresno Experience.
PUB DATE- 7 Feb 92
NOTE- 19p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Distance Education; Educational Planning; *Educational Television; Electronic Mail; Evaluation Criteria; Higher Education; Needs Assessment; *Program Administration; Program Implementation; Rural Areas; *Staff Development; Teaching Methods; Telecommunications
IDENTIFIERS- California State University Fresno; *Instructional Television Fixed Service; *Organizational Readiness

The planning and implementing of a rural instructional television fixed service (ITFS) distance education program at California State University-Fresno (CSUF) is described. The three important functions of establishing a distance education program within a learning institution are addressed: telecommunications networking, management infrastructure, and faculty development. Communication between the learner and the teacher is the central issue in distance education and is the element that distinguishes distance learning program development from other types of educational administration.

This report is the result of a task force's examination of factors that promote or discourage access to public libraries, i.e., economic, educational, social, attitudinal, physical, and geographical factors. It begins by identifying the seven issues that the study focused on: (1) what makes a person feel welcome and comfortable in a public library; (2) how librarians and trustees can develop lifelong library users; (3) whether charging library fees affects access; (4) how public perception promotes or inhibits wider library use; (5) how links with other libraries and the community can be strengthened to increase access; (6) whether the mission statement of Vermont public libraries has changed from the past; (7) how librarians and trustees can remove barriers and comply with federal and state laws; and (8) how the training of librarians, staff, and trustees increases the public's ability to access information. A brief description of the current status of access to Vermont public libraries is provided together with some questions for the future. An outline of recommendations for improving access as it relates to these issues is then presented which contains references to the more detailed discussions of these recommendations that conclude the report. Appended materials include: (1) a "Test Your Attitude" guide for librarians and trustees; (2) sample Vermont library publicity materials; (3) a draft for library employee salary ranking; (4) a discussion of library fees and a selected bibliography; (5) a draft of the Vermont interlibrary loan code; (6) guidelines for Vermont public library service to children; (7) a guide for answering children's reference questions; (8) a list of library barriers children face; (9) the resolutions suggested by the task force; and (10) a form requesting feedback on the report from librarians. (MAB)

ED 346 864 IR 054 065

ACRL University Library Statistics: 1990-91. A Compilation of Statistics from One Hundred Six University Libraries.
PUB DATE- 92
NOTE- 74p.; Statistics compiled and analyzed by the students and staff at the Library Research Center, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign. For related statistical reports, see ED 323 999, ED 324 000, and ED 327 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Library Circulation; Library Expenditures; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; Library Surveys; *Research Libraries

The data presented in this report from the Association of College and Research Libraries (ACRL) were gathered through a questionnaire for fiscal year 1990-91 that was returned by 106 U.S. and Canadian academic libraries out of the 120 U.S. and 5 Canadian academic libraries that were surveyed. These data are designed to complement the data collected by the Association of Research Libraries (ARL) and the U.S. Department of Education Integrated Postsecondary Education Data System (PEDS). Presented in the statistical tables are data on collections, personnel, expenditures, interlibrary loans and institutional items (i.e., Ph.D. degrees, enrollment, faculty). These data are listed alphabetically by institution name; in addition, Micromedia Limited; (6) the Vocational Educational Curriculum Materials (VECM) database and Resources in Vocational Education (RIVE) database provided by the National Center for Research in Vocational Education (NCRVE); (7) the National Educational Resources Information Service (NERIS) database provided by the NERIS Trust; (8) the Resources in Computer Education (RICE) database provided by the Northwest Regional Educational Laboratory (NWREL); (9) the Ontario Education Resources Information System (ONTERIS) database provided by the Ontario Ministry of Education; (10) the Special Educational Needs Database (SEND) provided by the Scottish Council for Educational Technology (SCET); (11) the Educational Resources Information Center (ERIC) database provided by the U.S. Department of Education; and (12) the British Education Index (BEI) database provided by the University of Leeds. Each description presents information under the following hearings: program organization; development; input; holdings; output; and references. An appendix of agencies surveyed, a bibliography, a glossary, and an index are included. (Author)

ED 346 882 IR 054 118

Enhancing Access to Journal Literature.
PUB DATE- 14 Jan 91
NOTE- 44p.; A combination grant proposal submitted to the College Library Technology and Cooperative Grants Program by the University of Maine System Libraries on behalf of University of Maine System Libraries, Bates College Library, Bowdoin College Library, and Colby College Library.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Networks; Computer Software; Databases; Higher Education; *Indexes; Integrated Library Systems; *Library Collection Development; Library Cooperation; *Online Systems; *Periodicals; *Shared Resources and Services; *Union Catalogs
IDENTIFIERS- *Maine

The libraries of the University of Maine System, Bates, Bowdoin, and Colby Colleges have installed integrated systems which are being linked electronically and are designed to promote the maximum sharing of library resources, thereby significantly enhancing the teaching and research capabilities of each institution. The institutions propose to take a new direction in information sharing among libraries via computer by jointly acquiring two standard periodical databases and sharing them electronically. This grant proposal requests support to provide access to subject periodical indexes via the linked systems, and regional and national access to the serial holding of the principal libraries. Funds will be used to purchase software and software licenses to load and index two online periodical indexes on the University of Maine System Library computer, and software to create online a Maine Union List of serial holdings information indexed by the databases from these and other Maine libraries. In applying for this grant the aim was to facilitate and speed user access to materials over and above those in the collections of any one of the participating libraries through a common interface, to initiate cooperative collection development efforts among the principal academic libraries in Maine, and to strengthen regional and statewide resource sharing. This project will demonstrate how academic libraries can work together to meet their increasing need for electronic access to information by sharing the cost burden and the

(6) produce two 10-minute 2 2 2 educational videos; (7) develop and implement a comprehensive plan for the dissemination of information relating to the development and maintenance of articulated career education programs; (8) design, implement, and evaluate two teleconferences, five on-site workshops, and five follow-up off-site workshops; (9) schedule 2 2 2 presentations at statewide conferences; and (10) prepare formative and summative evaluations for each component of the project. In part II, detailed narratives of performance tasks are offered for the reference library, the training videos, the dissemination plan, and the technical assistance plan (including on- and off-site workshops, and teleconferences). Finally, a two-page series of recommendations for future 2 2 2 technical assistance activities is presented in part III. (JSP)

ED 346 899 JC 920 323

Salerno, Albert A.; Kristofco, John P.
Customizing an Assessment Model: Why Off the Shelf Won't Work. The Development of an Institutional Effectiveness Model at Clark State Community College, Springfield, Ohio.
PUB DATE- Jun 92
NOTE- 46p.; Paper presented at the Annual Summer Institute on Institutional Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Mission Statements; *Models; *Organizational Objectives; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Clark State Community College OH

During the 1991-92 academic year, Clark State Community College's (CSCC's) Task Force on Institutional Effectiveness met on approximately 20 occasions to develop an instrument to assess the degree to which the college was achieving its goals. The group began with the assessment model produced by the Ohio Board of Regents in 1989-90, which had been adapted from a grid model developed by the National Alliance of Community and Technical Colleges several years earlier. The model CSCC selected to adopt and modify had several distinct features. First, the model required that all of the institutional components to be examined (areas of inquiry) were directly tied to the college's mission statement. Second, the model divided the college's assessment into three basic categories: resources, processes, and outcomes. Finally, the model required the development of specific indicators of success corresponding to each area to be examined. For example, one area of inquiry falling under the category "resources" is "students," which includes the following success indicators: (1) the college has recruitment plans consistent with its mission; (2) enrollments are consistent with college goals and resources; (3) the racial/cultural composition of the student body meets college goals; and (4) the demographic profile of the student body meets college goals. CSCC customized the model by defining key and ambiguous terms, and by identifying the individuals responsible for responding to each indicator. The assessment model, which presents areas of inquiry and indicators in both grid and outline format, is attached. (JMC)

ED 346 900 JC 920 324

78.8% in February 1987 and 88.9% in September 1988). Analyses of the initial enrollment questionnaire revealed that 39.9% of the student body was under 20 years of age; 46.7% took a full-time course load of 12 credits or more; 45% reported that they were attending college for job preparation, while 55.3% entered with the objective of receiving a certificate or degree; and 42.5% worked between 21 and 40 hours per week. Analyses showed a post-1987 increase in satisfactory completions of developmental courses. (JMC)

ED 346 916 JC 920 345

Platt, Gail M.
Assessing Program Effectiveness: It's a Tough Job, but Somebody's Got To Do It. The Annual Report of the South Plains College Learning Center, Levelland, Texas, 1991-9
PUB DATE- Jul 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Community Colleges; *Learning Laboratories; *Learning Resources Centers; Program Descriptions; Program Evaluation; *Reading Centers; Reading Improvement; Reading Instruction; *Reading Programs; *Remedial Programs; Self Evaluation (Groups); Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Texas Academic Skills Program

An assessment of the activities of the Learning Center (LC) at South Plains College is provided in this 1991-92 annual report. Introductory material describes the scope of the LC's operations, including reading and study skills remediation, developmental communications instruction, collegiate instruction in reading and human development, peer tutoring, computer-aided instruction, independent study opportunities, and workshops and seminars for all students at the college. Next, the report presents demographic information on the students served, including their Texas Academic Skills Program (TASP) status and scores. Following a section which reports the results of a survey soliciting faculty evaluations of the Center, tutoring activities and courses taught in the LC are reviewed. An assessment of program effectiveness is provided in the next section, which looks at reading remediation in terms of course completion rates, passing rates on exit tests, retention rates, student evaluation of courses, and faculty evaluations. This section also discusses other effectiveness measures, other remedial courses ("Developmental Communications" and "College Success"), and noncourse-based remediation. The next two sections analyze data on the LC Lab and success seminars. Following discussions of program goals for 1992-93 and the effects of TASP implementation, the report concludes with a commentary on the future of academic support activities and remedial instruction at community colleges. Appendixes include data on remedial reading courses, guidelines for non-center-based remediation, and a sample student contract for reading improvement. Additional attachments provide LC statistics, a statistical overview, and verbatim faculty comments. (JSP)

ED 346 917 JC 920 346

Greive, Donald; France, Richard E.
Orientation to Teaching for Adjunct Faculty (Instructors Manual).
PUB DATE- Mar 92

(2) when SJDC was compared to a group of comparable districts, the college ranked first in faculty salaries; (3) between 1988 and 2005, San Joaquin County's population will grow dramatically, and the ethnic composition of the county population will be transformed to a majority minority ethnic distribution; and (4) the actual obtaining of degrees and certificates was found to be tied to ethnicity. The principles offered include that research must be relevant to major policy and management issues; time is of the essence; clarity of presentation is the sine qua non of success; a commitment to the value of research is bedrock; research must be adequately supported; and research must have status and access within the college's organization. (JMC)

ED 346 933 JC 920 367

Brewer, Carolyn
Minority Student Success in College: What Works. Minority Student Success Project.
PUB DATE- Feb 90
NOTE- 49p.; For a related document, see JC 920 368.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; Academic Advising; *Academic Persistence; Access to Education; *Articulation (Education); Community Colleges; *Curriculum Development; Educational Mobility; Equal Education; Higher Education; *Minority Groups; Program Descriptions; Student Personnel Services; *Student Recruitment; Success; Transfer Programs; Two Year Colleges; Undergraduate Study

The Washington State Board for Community College Education and the Washington Center for Undergraduate Education undertook a national review of minority student success programs in 1990. Information was solicited from program directors, deans of instruction and student services, national organizations, state higher education boards, students, counselors, and researchers. The key elements of effective programs were identified as: (1) institution-wide commitment; (2) strong community linkages; (3) increased access through focused recruitment, admissions, and financial aid practices; (4) comprehensive, systematic, and integrated student support services; (5) assessment, course placement, and student progress reporting systems; (6) good student data and on-going program evaluation; (7) a campus climate infused with a sense of the value of diversity; (8) the hiring and development of minority faculty, administrators, and staff; (9) training for all in the understanding of their own and other cultures; (10) a multicultural curriculum; and (11) pedagogical strategies which encourage student involvement and honor diverse perspectives. The bulk of this report consists of descriptions of the model programs, listing a contact person for each. The descriptions are divided into two sections, the first consisting of four programs in the state of Washington and the second consisting of 37 programs from around the nation grouped under the following headings: early intervention and recruiting; college student and academic support; transfer and articulation; instructional programs with integrated student support services; and curriculum and pedagogy. Descriptions of 17 related organizations and networks, and a list of 1990 conferences of special interest conclude the report. (JSP)

ED 346 934 JC 920 368

ED 346 950 PS 019 168

Olmsted, Patricia P.
A Look at Early Childhood Education in the United States from a Global Perspective.
PUB DATE- 89
NOTE- 48p.; Paper commissioned by the National Center for Educational Statistics.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Data Collection; *Family Characteristics; *Foreign Countries; Futures (of Society); *Global Approach; Information Needs; *Outcomes of Education; Policy Formation; *Preschool Education; Program Development; Public Policy
IDENTIFIERS- Cross National Studies; Program Characteristics; *Service Utilization

This paper is the result of an effort to compile general information that has been gathered during the last few years in connection with an ongoing cross-national study of preschool systems, and to add to this data other cross-national statistics. Sections of the paper concern: (1) family characteristics relating to preprimary children; (2) preprimary education coverage rates in the United States and other countries; (3) features of early childhood education programs in various countries, including Japan, Kuwait, Hong Kong, Swaziland, and India; (4) studies of the effects of preprimary education in various countries in Africa, Asia, Europe, and South America; and (5) ways information about preprimary education programs in other nations can help those planning preprimary education programs in the United States. It is concluded that as the United States plans for early childhood programs, information from other countries should be used since this would result in a wider examination of the major issues, a more thorough consideration of potential solutions to problems, and the most comprehensively based system of services for preprimary children possible. A list of 38 references is appended. (RH)

ED 346 951 PS 019 231

Brown, Nancy H.
Training Child Day Care Personnel: What Is the Appropriate Role for Licensing Agencies?
PUB DATE- 90
NOTE- 13p.; In: "Future Trends in Licensing: A Compendium of Papers", p77-88.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Role; Certification; *Child Caregivers; *Compliance (Legal); *Day Care; Delivery Systems; Early Childhood Education; Guidelines; *Teacher Education
IDENTIFIERS- *Licensing Agencies (Day Care); Rules and Regulations; State Regulation; *Training Needs

The role of child day care licensing is examined in the context of expanding requirements for provider training. A brief background statement is followed by discussion of the training components of goals, content, and delivery systems. Discussion of the role of the licensing agency focuses on what counts as plan objectives. However, program participants identified problems associated with inadequate supplies and materials, student transportation, communication among colleagues, vacancies for Montessori resources staff, and training for teachers and paraprofessionals. Perceptions of parents were positive and reflected a strong degree of satisfaction in most areas of program implementation. Recommendations based on the evaluation results are provided. Appended are 4 references and related materials. (GLR)

ED 346 969 PS 020 572

Child Care in New Jersey '92: The 1991 Annual Report to the Legislature.
SPONS. AGENCY- New Jersey State Dept. of Human Services, Trenton.
PUB DATE- May 92
NOTE- 45p.; For the 1988 and 1989 reports, see ED 317 303-304 and for for the 1990 report, see ED 333 986.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensation (Remuneration); *Day Care; Educational Vouchers; Elementary Education; *Needs Assessment; Parent Participation; Preschool Education; *Program Descriptions; Referral; Standards; *State Legislation; Teacher Education
IDENTIFIERS- *New Jersey

The purpose of this report is to inform New Jersey legislators, the governor, and other public officials about the status of child care in the state and to make recommendations that include government and private sector activities. An introductory section describes the structure of the New Jersey Child Care Advisory Council (CCAC) and lists the council's members. A section on highlights of the CCAC's 1991 activities describes four special projects and provides lists of special events, presentations on special issues, project reports, guest speakers at meetings, the activities of the CCAC chairperson and coordinator, and documents developed and approved during the year. A section on recommendations lists six priority recommendations concerning child care issues for fiscal year 1993. Also listed are six second-level and five third-level recommendations, state legislative activities supported by the CCAC, and topics for CCAC discussion in 1992 and 1993. Appendixes include: (1) materials related to Child Care Unity Day, celebrated in April, 1991; (2) a factsheet on child care in New Jersey; (3) a list of acronyms commonly used in early childhood education; (4) descriptions of procedures for recruiting individual and organizational members for the CCAC; (5) guidelines for reporting to and about the CCAC; and (6) a list of former CCAC members. (BC)

ED 346 970 PS 020 574

Boyer, Ernest L.
Cornerstones for a New Century: Teacher Preparation, Early Childhood Education, A National Education Index. NEA School Restructuring Series.
PUB DATE- Mar 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

provision. Next, Australia's Home and Community Care (HACC) program, the main funding source for caregiver support, is described, and a care plan linking HACC agencies with informal sources of care is suggested. New directions for care are recommended with respect to community support for caregivers, housing, research needs, empowerment, employer roles, and new family roles. Finally, a social caring model that would ensure nationwide availability of adequate public services is outlined. (AC)

ED 346 987 PS 020 630

Eichman, Caroline
An Employer's Guide to Child Care Consultants.
PUB DATE- Apr 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Resources; *Consultants; Early Childhood Education; *Employer Employee Relationship; *Employers; *Employer Supported Day Care; Fringe Benefits; Program Development; *Qualifications; Referral
IDENTIFIERS- *Child Care Needs; *Consultant Role

This guide is designed to help employers hire a qualified child care consultant who will evaluate child care options in light of employees' needs and help develop and implement appropriate child care options. These options include: (1) establishment of a child care facility; (2) financial assistance; (3) a resource and referral service; (4) illness, emergency, and special needs child care; (5) a flexible benefits program; (6) provision for parental leave; and (7) an investment in community resources. Services provided by child care consultants include evaluation and recommendation of a specific option; development and management of the option; employee education; and personnel policy design. General and specific qualifications of child care consultants are described, and 6 steps in the process of choosing a consultant are listed. Sources for locating child care consultants are peer referral; resource and referral agencies; state and regional government; national conferences and seminars; national organizations; and educational institutions. A glossary of terms is provided. Appendices include a list of directors of the Child Care Action Campaign (CCAC) and a CCAC membership form. (BC)

ED 346 988 PS 020 634

McClellan, Diane; Katz, Lilian G.
Assessing the Social Development of Young Children.
PUB DATE- 14 Jun 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Measures; Check Lists; Informal Assessment; *Interpersonal Competence; Peer Acceptance; *Peer Relationship; Preschool Education; *Prosocial Behavior; *Social Development; Young Children
IDENTIFIERS- *Social Attributes Checklist

Working Paper Series.
PUB DATE- Dec 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Class Size; Consolidated Schools; Educational Research; Elementary Secondary Education; Mergers; Rural Schools; School District Reorganization; *School District Size; School Effectiveness; *School Size; Small Schools; *Teacher Student Ratio
IDENTIFIERS- Economies of Scale

This paper reviews selected research of the past decade concerning the optimal size of elementary and secondary schools in the United States. By quoting from primary sources, it seeks to present the character, substance, and trend of the school size debate; to identify principal researchers and findings; and to serve as a resource document. Small schools (fewer than 500 students) comprise 62% of U.S. schools and enroll 34% of U.S. students. However, school size is difficult to discuss without considering at least two other dimensions of the education system--class size and school district size. Small class size has become almost synonymous with excellence in education. However, policies that limit class size can result in increases in school size. Consolidation of school districts can also result in larger schools. Recent research indicates that: (1) small schools can be highly effective in providing quality education; (2) large schools may not provide the economies of scale nor the quality of education claimed to justify their largeness; (3) school size tends to be dependent on the influences of class size and district size; (4) school district size is the most significant factor in determining school size; and (5) school size is of particular concern in rural areas, where small schools are prevalent and where proposals for consolidation should be weighed in the context of research findings on the relative effectiveness of small versus large schools. This report contains 30 references. (SV)

ED 347 007   RC 018 316

Visions: The Newsletter of the National Preschool Coordination Project, 1991.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Information Sources; *Learning Activities; *Migrant Education; Migrant Programs; Newsletters; *Parent Materials; *Parent Participation; *Preschool Education; Primary Education; Social Adjustment; Student Recruitment

This document consists of all five issues of the first volume of a newsletter designed to provide information and resources to help preschool educators more effectively serve migrant children and their parents. The newsletter also provides migrant children and their parents with learning suggestions and activities. Each issue contains information on identification and recruitment of migrant students, Head Start programs, migrant health study, prenatal care, parent participation, cultural adjustment, language development and bilingual education, program delivery, health issues relevant to the migrant population, and suggestions for class contact persons; and (7) additional readings for teachers working with LEP students. This guide contains a Spanish translation of parent and student materials. (LP)

ED 347 025 RC 018 708

Clark, Jack M.
Whole Language Literacy for At-Risk Learners.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); *High Risk Students; *Instructional Materials; Literacy; Migrant Children; *Migrant Education; *Program Descriptions; Reading Instruction; Reading Writing Relationship; *Second Language Instruction; Teaching Methods; *Whole Language Approach; Writing Instruction

This booklet provides strategies for implementing whole-language reading and writing in classroom and tutorial settings for at-risk learners, with a focus on migrant students. The whole-language approach integrates reading, writing, listening, and speaking into language arts, social studies, science, and other content areas. Within an environment that fosters support and encourages risk-taking, this approach allows the student adequate time to engage in reading and writing experiences. The first section discusses the processes and conditions of literacy learning in relation to whole-language implementation and second language learners, including migrant children. The second section addresses elements of a whole language program and provides examples of classroom implementation. Suggestions are also given for English-as-a-Second-Language (ESL) students in developing language through content-area activities. The third section discusses qualities of good writing and provides strategies for engaging students in writing and evaluating their writing. Relevant to migrant children, it stresses integrating ESL reading and writing through a dialogue journal, parent involvement, and setting up "publishing" programs. The fourth section addresses whole-language evaluation, by focusing on the learning process as well as on the resulting product. This is accomplished through on-going teacher observations, conferencing, anecdotal records, and examples of children's writings. Examples of evaluation methods are provided. Also included are suggested readings for ESL and other at-risk learners and a whole-language literacy bibliography. (LP)

ED 347 026 RC 018 710

Quiroz, Julia Teresa; Tosca, Regina
For My Children: Mexican American Women, Work, and Welfare. Focus Study Report #2.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Day Care; Employment Level; *Fatherless Family; Federal Legislation; *Federal Programs; *Females; Health Needs;

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Alternative Energy Sources; Climate; Conservation (Environment); *Conservation Education; Elementary Education; *Elementary School Science; *Environmental Education; Recycling; *Science Activities; *Science and Society; Science Education; *Science Materials; Solid Wastes; Surveys; Thermal Environment; Water
IDENTIFIERS- *Earth Day

The purpose of this K-6 curriculum is to provide teachers and other educators with classroom lessons and home surveys that are a starting point for understanding four significant environmental issues--water, toxics, energy, and solid waste/recycling. While each of these environmental issues is complex and has far-reaching implications, the lessons and home surveys can serve as a way for teachers, students and families to begin thinking about these issues in relationship to their own lives. In this unit, students are introduced to each of the four issues in class and then take home a survey which they complete, if possible, with other family members. Each issue area involves two 45-minute lessons and a take-home survey. Students return to school with their completed surveys and discuss the results. In addition, a follow-up lesson for each issue is provided as a way for the teacher and students to take positive action in their own lives. This document contains the lesson plans, surveys, activity guide for making a poster, a resources guide, and a list of ideas for school projects. (CW)

ED 347 044 SE 051 717

Holm-Shuett, Amy; Shuett, Greg
Earth Day 1990: Lesson Plan and Home Survey--7-12. Energy, Solid Waste/Recycling, Toxics, Transportation, and Water with Fact Sheets and Action Guide.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 26p.; For a related document, see SE 051 716. Co-sponsored by ESPRIT.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Alternative Energy Sources; Climate; Conservation (Environment); *Conservation Education; *Environmental Education; Hazardous Materials; Recycling; *Science Activities; *Science and Society; Science Education; *Science Materials; Secondary Education; Secondary School Science; Solid Wastes; Surveys; Thermal Environment; Water
IDENTIFIERS- *Earth Day; *Global Climate Change

The purpose of this 7-12 curriculum is to provide teachers and other educators with classroom lessons and home surveys that are a starting point for understanding five significant environmental issues - water, toxics, energy, transportation, and solid waste/recycling. While each of these environmental issues is complex and has far-reaching implications, the lessons and home surveys can serve as a way for teachers, students and families to begin thinking about these issues in relationship to their own lives. The lesson plan involves two 45-minute lessons and a take home survey. On the first day of the lesson, students are introduced to the five issues and take home a survey to be completed, if possible, with other family members. Students return to school with their completed surveys

DESCRIPTORS- *Educational Environment; *Educational Improvement; Intermediate Grades; Junior High Schools; *Middle Schools; *Science Curriculum; *Science Education; Science Instruction; Science Teachers; Teacher Education

In the rising tide of reports proclaiming the need to reform various aspects of education, middle level education has been frequently overlooked. The Study Panel on Curriculum and Instruction of the National Center for Improving Science Education recognizes the critical development that occurs during early adolescence and the current reform toward middle schools. This report is a set of policy recommendations for science curriculum and instruction in middle level schools. Because this report's focus is on science education in middle-level schools, it is more concrete than other national reports. Chapters include: (1) "Introduction," a discussion of the early adolescent learner; (2) "Middle Level Education," a discussion of the history and structure of middle schools; (3) "Science Education at the Middle Level"; (4) "A Conception of Science and Technology for Middle-Level Education"; (5) "Science and Technology Education: Goals for the Middle Level"; (6) "Science and Technology Education: Knowledge, Attitudes, and Skills for the Middle Level"; (7) "Learner-Based Instruction"; (8) "The Learning Environment"; (9) "A Framework for Middle-Level Science and Technology Curriculum and Instruction"; and (10) "Summary and Conclusions." Each chapter contains specific conclusions and recommendations. An annotated bibliography and a list of 124 references are appended. (CW)

ED 347 062 SE 052 102

Nakhleh, Mary B.; Krajcik, Joseph S.

The Effect of Level of Information as Presented by Different Technologies on Students' Understanding of Acid, Base, and pH Concepts.

PUB DATE- Apr 91

NOTE- 48p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Chemical Reactions; Chemistry; *Cognitive Ability; Cognitive Style; *Computer Assisted Instruction; *Concept Formation; Educational Technology; High Schools; Molecular Structure; Science Education; *Scientific Concepts; *Secondary School Science

IDENTIFIERS- *Computer Interfacing; *Concept Mapping

Within high school chemistry the topic of acids, bases, and pH is particularly challenging because robust understanding of the topic depends heavily on the student possessing deep concepts of atoms, molecules, ions, and chemical reactions. Since knowledge is acquired and stored in a dynamic structure, it was investigated in this study how knowledge changed as a result of the student's exposure to a particular type of learning task. Two areas of interest were targeted: the change in the students' understanding of acids, bases, and pH over the course of the treatment and the type of thought processes in which the students engaged while performing the treatment tasks. These understandings and thought processes were followed as a function of three levels of information presented by the technology: low level as represented by the use of chemical indicator solutions, intermediate level as represented by the use of a pH meter, and high level as represented by the use of interdisciplinary and may also be used to meet social studies, health, language arts, mathematics, or art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

ED 347 078 SE 052 794

Trash Treasures. Operation Waste Watch: The New Three Rs for Elementary School. Grade 5. Second Edition.
PUB DATE- Jan 90
NOTE- 15p.; For other environmental education curiculum guides, see SE 052 789-795. For the first edition, see ED 325 319.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Environmental Education; Grade 5; *Interdisciplinary Approach; Intermediate Grades; *Pollution; Recycling; Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

This publication, the sixth in a series of seven for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. While children may be unable to resolve other environmental problems litter is cited as one pollutant that they can comprehend and solve. They can learn to dispose of waste properly, help recycle some items, and come to understand how their own behavior affects the environment. The activities included in this unit use waste management to facilitate an environmental awareness and sense of environmental responsibility. The unit presents the following major ideas: (1) there are many cycles in nature; (2) some recycling occurs naturally; (3) a number of modern, man-made products cannot be recycled naturally and must be recycled by people; (4) resource recovery is a process that can decrease landfill problems and save money and energy; (5) recycling helps conserve important resources; and (6) some man-made items necessary to our society are not always easy to recycle. Each activity in the unit meets the Virginia Department of Education Standards of Learning Objectives for Science; however, the material is designed to be interdisciplinary and may also be used to meet social studies, health, language arts, mathematics, or art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

ED 347 079 SE 052 795

Community Solutions to Solid Waste Pollution. Operation Waste Watch: The New Three Rs for Elementary School. Grade 6. Second Edition.
PUB DATE- Jan 90
NOTE- 23p.; For other environmental education curiculum guides, see SE 052 789-794. For the first edition, see ED 325 320.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Environmental Education; Grade 6; *Interdisciplinary Approach; Intermediate Grades; *Pollution; Recycling; *Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness;

Numerous tables are included. (JHP)

ED 347 096 SO 019 677

Stone, Frank Andrews
Learning for Change: Approaches to International Development Education. International Development Education Series, Number Five.
PUB DATE- 88
NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Development; Foreign Countries; *Global Approach; Higher Education; *International Studies; World Problems
IDENTIFIERS- *International Development Education Program

This book reflects the views and experiences of mid-career educators representing a number of countries who participated in seminars on international development education at the University of Connecticut (Storrs) from 1979-1988. Chapter 1 defines the concepts of international development and global interaction, considers global images, describes the relationship between development and education, and explains the role of international development educators. Chapter 2 provides a literature review of various international development perspectives, while chapter 3 offers instructional suggestions for teaching about: (1) population; (2) food and hunger; (3) human rights and social justice; (4) conflict resolution; and (5) global interdependence and development processes. Chapter 4 provides information on specific international development organizations, and chapter 5 explains how to obtain financial support for international development education-related projects. Chapter 6 identifies current issues in this field, while chapter 7 presents case studies of related education projects. Annotated bibliographies and/or resource lists are included in most chapters. A glossary of terms, class activities, maps, and charts are included. (JHP)

ED 347 097 SO 019 772

Social Studies: Grade 8.
PUB DATE- 86
NOTE- 141p.; To be used with Manitoba Department of Education's "Social Studies K-12 Overview (1985)."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Curriculum Guides; Foreign Countries; Grade 8; Junior High Schools; *Modern History; *Non Western Civilization; *Resource Units; Social Studies; Units of Study; *Western Civilization; World History
IDENTIFIERS- *Manitoba; Prehistoric Times

This Manitoba (Canada) curriculum guide for eighth grade social studies students contains suggested teaching strategies and learning activities in four units covering: (1) life during prehistoric and early historic times; (2) ancient civilizations; (3) life in early modern Europe; and (4) life in the modern world. Each unit includes an overview, suggested topics, discussion questions, objectives, and activities. In Unit 1 the topics include prehistoric life and life in the Nile and Mesopotamia River Valleys, while Unit 2 teaches about ancient Greece and Rome, the Mayan, Incan, and Aztec impossible to conclude that CBI has had anything more than a limited impact on the region. It does appear that economic growth has taken place in terms of diversification of exports of non-traditional products, but broad conclusions regarding other areas defining economic growth are risky at best. A number of recommendations for further study in this area are made. (Contains 28 endnotes.) (DB)

ED 347 118   SO 022 520

The Esalen Catalog, 1962-1992.
PUB DATE- 92
NOTE- 4,588p.; Issued triannually.
LANGUAGE- English
EDRS Price- EDRS Price - MF44/PC184 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Consciousness Raising; Group Dynamics; Group Therapy; *Individual Development; Self Evaluation(Individuals); *Sensitivity Training
IDENTIFIERS- Counter Culture; Encounter Groups; *Esalen Institute CA; Gestalt Therapy; *Human Potential Movement

The Esalen Institute is located on a scenic portion of the California Coast, about 40 miles south of the Monterey Peninsula. The location contains natural cliffside hot springs from which mineral water flows into the sea. The springs were used in early times by the now extinct Esselen Indian tribe (from which Esalen derives its name) and this usage has continued to this day. Esalen Institute was founded in the early 1960's by Michael Murphy (whose family owns the land on which it stands) and Richard Price. Its purpose from the beginning has been to provide a forum, far from the distractions of urban life (e.g. no radio, television, newspapers, etc.), where the various exponents of the human potential movement could present their ideas in weekend-long and week-long seminars and workshops. Esalen espouses no particular ideology of its own, but rather provides an eclectic forum for all schools of thought that identify with the phrase "Human Potential." In its own words, Esalen is a "center for experimental education," designed "to explore work in the humanities and sciences that promotes human values and potentials. Its activities consist of public seminars, residential work-study programs, invitational conferences, research, and semi-autonomous projects." Early major figures at Esalen were the psychologist Abraham Maslow and the Gestalt therapist Fritz Perls, but many other famous individuals have taught there. "The Esalen Catalog" describes the workshops and other kinds of sessions in which Esalen attendees may participate. It has been issued since 1962. Because Esalen has been the bellwether and longest running organization of its type, "The Esalen Catalog" in its entirety may be regarded as a running historical record covering 30 years of the major concerns and directions of the human potential movement. This document consists of a compilation of all extant editions (some 102 issues) of "The Esalen Catalog", 1962-1992. Examples of some of the specialties cited in this catalog provide a brief indication of Esalen's typical offerings:
Acupressure/Acupuncture, Aikido, Alexander Technique, Arica, Biofeedback, Bodywork, Channeling, Cortical Reeducation, Encounter, Est, Feldenkrais, Gestalt Therapy, Holistic Health, Humanistic Psychology, Hypnotism, Integrative Body Psychotherapy, Leonard Energy Training, Life Energy Process, Lomi School of Bodywork, Massage, Meditation, Movement Therapy, Polarity, Psychodrama, Psychosynthesis, Radix, Reichian Bodywork, Ridhwan, Rolfing, Rubenfeld Synergy Method, Sensory

duties, classroom or laboratory practices, and the learning process; an observation format; and the Millersville University School of Education Mission Statement. (LL)

ED 347 138 SP 033 883

Gorman, Michael J.
Education in the Fourth Dimension. Teachers and Their Value Commitments. CRIS Perspectives on the School.
PUB DATE- 89
NOTE- 14p.; Excerpts from a paper presented at the Annual Meeting of the Southern Association of Independent Schools (Atlanta, GA, 1989). Reprinted with permission from the June 1990 SAIS report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Philosophy; Elementary Secondary Education; *Ethical Instruction; *Holistic Approach; *Moral Values; Private Schools; Teacher Attitudes; *Teacher Characteristics; *Teacher Role

Independent schools have traditionally held the view that education must address the whole person, not only the intellectual, artistic, and physical dimensions of life but also the fourth dimension, the spiritual or religious dimension. The spiritual dimension has a place in school life, and character development or moral education is primarily the duty of the school faculty. The Council for Religion in Independent Schools (CRIS) conducted a survey of independent school heads on the role that moral values and character have in the teacher's responsibilities and in selection of teaching staff. The most frequently listed personal values that the 21 school heads looked for in teachers were integrity and love of youth. The social values most cited were concern for others and social awareness and conscience. Nearly one-half indicated that they look for evidence of specific values when recruiting and interviewing. Various interview techniques were used to elicit this information. Varying approaches were taken by the heads with regard to incorporating moral values criteria into teacher evaluations and inservice education. The heads were asked to list and rank several faculty roles. The most commonly listed role was role model or moral example, followed by listener and counselor. Most respondents indicated that they found no conflict between their search for academically excellent teachers and the search for moral or spiritual individuals. (IAH)

ED 347 139 SP 033 884

Davis, Brenda M.; Williams, James L.
Integrating Legal Issues into Teacher Preparation Programs.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; Child Abuse; Child Neglect; Cluster Grouping; Educational Environment; Educational Legislation; Education Courses; Elementary Secondary Education; General Education; Higher Education; Integrated Curriculum; *Legal Responsibility; Models; Preservice Teacher Education; School Law; Special Needs Students; *Student Responsibility;

arousal and resulting behaviors within other ethnolinguistic groups. Contains 10 references. (LB)

ED 346 712 FL 020 401

Clay, Phyllis L.
Third-Year Foreign Language Magnet Elementary Schools, 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 51p.; For other evaluation reports, see FL 020 402-408 and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Education; Enrollment; Evaluation Criteria; *Magnet Schools; Parent Attitudes; Participant Satisfaction; Program Evaluation; Program Implementation; Public Schools; Questionnaires; School Desegregation; Second Language Learning; *Second Language Programs; Student Attitudes; Summative Evaluation; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO

The third implementation year of foreign language magnet programs in two elementary schools in the school district of Kansas City, Missouri, is evaluated. The schools, New West and Melcher, each had site task forces to develop planning outlines, which emphasized the teaching of foreign language to students and the exposure of students to foreign cultures. Among the findings described in this report are the following: staffing continued to be a major concern because the turnover of foreign nationals was high; visual evidence of the foreign language theme was plentiful; there was increased use of the target language by both teachers and students in target language classes; there was increased focus on academic instruction; most parents responded positively to the program, student responses were higher than in the previous year, and teacher responses were either stable or more positive than in the previous year. Two recommendations are highlighted: (1) to continue the high percentage of target language use in target language classrooms; and (2) to develop measurable objectives for each program goal in the planning outlines. Nineteen tables, 10 figures, and other appended materials report on achievement scores, enrollment data, and perceptions of staff and parents. (LB)

ED 346 713 FL 020 402

Seever, Mark
Year 2 Classical Greek Magnet Elementary Schools: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 41p.; For other evaluation reports, see FL 020 401-408 and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; After School Programs; Curriculum Design; Demography; Elementary Education; Formative Evaluation; Greek Civilization; *Liberal Arts; *Magnet Schools; Parent Participation; Participant Satisfaction; Physical Education; *Physical Fitness; Program Evaluation; Public Schools; School Age Day Care; School Desegregation; Student Behavior; Teacher Attitudes; Values Education

IDENTIFIERS- Graded Objectives in Modern Lang (Great Britain); Great Britain

Reports from Graded Objectives in Modern Languages (GOML) groups throughout Great Britain are included in this annual newsletter on second language learning. It also contains two special reports: (1) report of the 9th annual GOML in-service training course in "Graded Objectives in Modern Languages: Taking Stock" (draft proposals), including a description of a 5-year course and criteria for national calibration of the syllabus and assessment; and (2) the Lane End Conference Report, including issues of principles, design-focused issues, a look toward the future, a discussion of criteria of performance by Barry Jones, a discussion of periodic testing as related to a national common curriculum by Brian Page, and information on a Northern Partnership for the accreditation of graded test schemes in modern languages. (LB)

ED 346 733 FL 020 452

Freudenstein, Reinhold, Ed.; James, C. Vaughan, Ed.
Confidence through Competence in Modern Language Learning. CILT Reports & Papers 25. Selection of Papers from the World Conference of the International Federation of Modern Language Teachers--FIPLV--Federation Internationale des Professeurs de Langues Vivantes (Helsinki, Finland, July 1985).
PUB DATE- 86
NOTE- 233p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Proceedings (021)
DESCRIPTORS- *Communicative Competence (Languages); *Computer Assisted Instruction; Conferences; *Creativity; Elementary Secondary Education; Foreign Countries; French; Instructional Innovation; Language Proficiency; *Language Teachers; *Language Tests; Music; *Second Language Learning; Teacher Role; Teaching Methods; Testing
IDENTIFIERS- Finland; International Federation of Modern Lang Teachers

Fourteen papers from six countries are included in this volume. Several have been translated from French or German. The papers are grouped as follows: (1) Creativity and Language Learning: "Creativity, Brain, and Language" (M. Bergstrom) and "Creativity and Interactional Competence in Foreign Language Learning" (E. Oksaar); (2) The Teacher and the Taught: "Learning to Communicate in a Foreign Language" (D. Girard); "The Teacher's Role in Communicative Teaching" (C. Brumfit); "Tailoring Teaching to the Pupils" (C. Edelhoff); and "Negotiating Language in Foreign Language Classroom" (C. Faerch); (3) Innovation and Language Teaching: "In Defense of Innovative Methods" (C. Parish) and "Music in Teaching French by Suggestopaedia" (L. Schiffler); (4) Computer-Assisted Language Learning: "A Linguist Looks at Computer-Assisted Instruction" (F. Karttunen) and "Micro-computers in Language Teaching" (A. Hagg); (5) Examinations and Testing: "Language Awareness, Communicative Competence, and Testing" (M. Luukkainen) and "Evaluating Speaking Ability" (R. Clifford); and (6) Conclusion: "Where Do We Go from Here?" (S. Takala). Appended is a one-page description of the International Federation of Modern Language Teachers (FIPVL). (LB)

ED 346 734 FL 020 455

German for "A" Level: A Resource-Based Approach. Teaching focus of research; and (2) matters of restructuring have profound implications for literacy, language, basic education and other forms of education and skills training for those in and out of the workforce. Eleven tables and figures on labor force participation rates, unemployment rates, and migration category supplement the narrative. Appended is information on the project outline, questionnaire, interview schedule, letters and survey sheets for government and community organizations, meeting agenda, and recommendations for a model for action. (LB) Adjunct ERIC Clearinghouse on Literacy Education.

ED 346 753 FL 800 484

Mountainbird, Pauline
Family Literacy for Family-Oriented People.
PUB DATE- 2 Nov 91
NOTE- 20p.; Paper presented at the Annual University of Guam Language Arts Conference (4th, Mangilao, Guam, November 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Literacy; *Adult Students; Annotated Bibliographies; *Childrens Literature; *Community Programs; Grandparents; *Intergenerational Programs; *Literacy Education; Parents as Teachers; Program Descriptions; Program Implementation; *Reading Aloud to Others
IDENTIFIERS- *Family Literacy; Northampton Family Literacy Project MA

A Massachusetts family literacy project, the Northampton Family Literacy Project, is described, in which adult English-as-a-Second-Language (ESL) learners enrolled in a community educational center in order to learn English as their children enrolled in a child care program at the local library. Both groups were involved in language activities, the core of which were children's literature books read by both the children and adults. Among the activities were the following: choosing books collaboratively with the librarians; developing language activities and helping the adult ESL teachers; joint story times; reading aloud at home; and teaching reading, writing, grammar, and vocabulary through children's literature. Books suitable for read-aloud activities are discussed. Additional discussion focuses on ways to fund a literacy project and to vary the NFLP approach to meet the needs of other communities. An annotated list of 37 children's books used in the Northampton project is appended. (LB) Adjunct ERIC Clearinghouse on Literacy Education

ED 346 754 FL 800 499

Rado, Marta; Foster, Lois
The Drive for Literacy: Are NESB Women Winners or Losers?
PUB DATE- Dec 91
NOTE- 25p.; Paper presented at the National Conference of the Australian Association for Adult and Community Education (Melbourne, Victoria, Australia, December 2-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Economic Status; *Employed Women; *Females; Foreign Countries; *Limited

IDENTIFIERS- *Brigham Young University UT; Competing Values Model

This paper discusses an ongoing study being conducted at Brigham Young University (BYU) in Utah concerning ways of improving communication teaching to graduate students, especially those in the business administration program. The paper also discusses some current research on language and management and some preliminary results of fourth year data. The research involves the MBA (Master of Business Administration) classroom in which bilingual (foreign national) students (abundant at BYU) are divided into study groups formed around languages, and periodically give 3-minute presentations, one in English and the second in their native language. Listeners fill out evaluation forms and presenters complete presenter forms. The purpose of the program is two-fold: (1) the North Americans can help foreigh nationals with the English language, and (2) the foreign nationals can supply business terms in the foreign language. The program is centered around the concept of the Competing Values Framework management approach in international business. This approach requires a knowledge of cultures and a use of language that goes deeper than merely the basics of business. It is noted that multinational firms need to be more aware of cultural miscommunications, particularly if their business involves personnel management and marketing in foreign countries. The communication program at BYU helps to begin this awareness development at the classroom level. The evaluator form is appended. Contains 3 references. (GLR)

ED 346 772   HE 025 578

Joyce, Marguerite P. Shane
Intercultural Business Communication: Prescription for Success.
PUB DATE- 3 Apr 91
NOTE- 19p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Language; *Business Communication; *Communication Problems; *Cultural Awareness; Cultural Background; Environmental Influences; Foreign Culture; Higher Education; *Intercultural Communication; International Trade; Interpersonal Relationship; Language Usage; Letters (Correspondence)

Cultural differences are very much a part of international trade and global competition and companies which are currently in, or would like to engage in, international trade must be willing to adapt to foreign cultures with a firm understanding of national and individual environmental factors. Successful intercultural communication includes an awareness of the education, laws, economy, politics, social norms, and language of cultures; and an awareness of world events and an understanding of their significance in the global marketplace are requisites for success in international business ventures. Some of the national characteristics that successful international business communicators need to develop an awareness of are described; they include laws (regulations), politics, religion, and the language used. Other areas discussed that can greatly influence business relations include the following: how time is viewed; encountering different attitudes about food, alcohol, and direct person-to-person contact; and differences in social graces such as handshaking or the use of nonverbal (integration into a traditional four-year institution, new directions, new collaborations, 10 years of portfolio program assessment at Lewis and Clark State College, Fairleigh Dickinson University's portfolio process, assessment standards); (2) "Changing the Culture of Teaching and Learning" (student self-assessment; the political geography of higher education; cultures for emancipatory curricula; Lynchburg College, Virginia; an evolving write to learn program); (3) "Creating Learning Communities" (coping with change, faculty reward systems, collaboration, adult learners, Marist College Cluster, teaching in prison); (4) "Decentering the Teaching Process" (client-centered courses, student directed learning, and team learning); (5) "Defining Ways of Knowing" (intuition, the culture of knowing, reconciliation, the liberal arts); (6) "Developing Effective Teaching Techniques in Interdisciplinary Programs" (connections across disciplines, analyzing student evaluations, teaching debate and the canon, secular study of religion, team teaching, interdisciplinary study through the modern novel, problem based learning, the Dyad Seminar, learning journals); (7) "Developing New Methods, Models and Markets" (graduate study, critical thinking, advanced writing, textual studies, nontraditional doctorate, pre-service teachers course, adult education market, human cognition and predispositions, adaptive behavior); (8) "Integrating the Arts and Sciences" (arts and sciences and the visual arts, history, drawing, integrating creative writing and science in the classroom); (9) "Linking Technology with Nontraditional/Interdisciplinary Education" (creating learning communities, distance graduate education, videotaping, interstate authorization of distance education, State University of New York via satellite, assessment, a quantitative reasoning course); (10) "Meeting the Needs of Special Constituencies" (politics of education, effective management education, assessment, the weekend format, learning spirals, returning women, preparing non-access adults for middle class jobs, adult learners, critical thinking, Cambridge College, educational opportunities, assisting inner-city families); (11) "Providing Quality Programs Off Campus" (humanities programs, program "how to" , models); (12) "Serving Corporate Needs Through Partnership Models" (program models, follow-up analysis, prior learning assessment); and (13) "Understanding the Politics of Nontraditional/Interdisciplinary Education" (home economics, student service, gaining support for nontraditional programs, an analytic framework, Cazenovia College, New York). References follow many of the papers. (JB)

ED 346 790 HE 025 608

Tresolini, Carol P.; Stritter, Frank T.
Medical Students' Development of Self-Efficacy in Conducting Patient Education for Health Promotion: An Analysis of Learning Experiences.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 21-24, 1992). Research was also supported in part by the Pew-Rockefeller Health of the Public Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; Clinical Experience; Field Interviews; *Health Promotion; Higher Education; *Medical

ED 346 809 HE 025 629

Brown, Patricia R.; Amsler, Mary
Future Directions for School/College Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advanced Placement Programs; Colleges; *College School Cooperation; Dropout Prevention; *Educational Change; Educational Cooperation; *Educational Improvement; Elementary Schools; Elementary Secondary Education; Higher Education; Institutional Cooperation; Models; Policy Formation; School Effectiveness; Secondary Schools; Student Development; Teacher Education Programs; Universities

This newsletter issue focuses on the directions school/college partnerships need to take if they are to contribute to a genuine reform of American education. It begins by explaining what each sector gains, then briefly describes current models, and highlights programs that can serve as guideposts. It concludes with a discussion of how policymakers can encourage schools and colleges to work effectively together toward system-wide improvement. Programs that are highlighted involve both services to students as well as to educators and include such areas as dropout prevention, programs for gifted and talented students, advanced seminars for educators in different academic disciplines, curriculum and instruction programs, and leadership academies for principals and administrators. Also, illustrations are provided of how the lessons learned from past partnerships can help school officials and teachers get involved with the basic operation of schools, and translate the mechanisms and strategies for improving student performance, curriculum, instruction, and leadership into standard practice in the schools. Contains seven references. (GLR)

ED 346 810 HE 025 630

Broyles, Susan G.; Vanderhorst, Paulette R.
Integrated Postsecondary Education Data System. Glossary.
PUB DATE- Jun 92
NOTE- 36p.; Updates 1987 edition, see ED 280 338.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Academic Achievement; College Faculty; Colleges; Data Collection; *Definitions; Educational Attainment; Educational Finance; Enrollment; Higher Education; National Surveys; Postsecondary Education; Private Schools; Public Schools; *School Surveys; Statistical Surveys; Two Year Colleges; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

This glossary includes terms used in the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the core postsecondary education data collection program in the U.S. Department of Education's National Center for Education Statistics. It is a single, comprehensive data collection system developed to encompass all institutions and organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollment, program creative writing activities, and book reviews; (2) resources provided by the media program for whole language included media committee minutes, media memos, professional articles, whole language bibliographies, and a handbook of services; (3) cooperative planning between the classroom teachers and media specialists infused library skills into whole language instruction; and (4) assisting pupils with research was a priority. This research study helps bring attention to the significant role the media center plays in the whole language movement. It is concluded that whole language affords the library media center the opportunity to provide educational leadership and promote research and learning. Appendices include a letter to media specialists and a copy of the survey instrument. (12 references) (DB)

ED 346 829   IR 015 560

Technology in Instructional Support Services.
PUB DATE- Dec 91
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Computer Software Evaluation; Computer Software Selection; Educational Improvement; *Educational Planning; Elementary Secondary Education; *Information Technology; Microcomputers; School Business Relationship; *School Support; *Services; *Staff Development; State Departments of Education; Teacher Effectiveness; Use Studies
IDENTIFIERS- New York

This manual is intended to provide directors of funded programs and teachers with an awareness of a wide range of technology services, programs, and applications for improving the quality and effectiveness of instructional support services in New York State schools. The first of nine chapters contains two papers: "Technology Support for Instructional Support Services Themes," which provides a description of management and instructional technology programs for helping teachers improve effectiveness; and "Context: Role of Technology in the 'New Compact for Learning'" a framework for guiding the use of information technology within instructional support programs. The second chapter, "Current Status of Technology in Instructional Support Services," describes the results of a 1991 statewide survey on the uses of computer technology in instructional support programs. Chapter 3, "Planning," begins with a brief review of several basic questions that form a framework for initiating the technology planning process, and then describes the State Education Department's Technology Planning for Improving Schools (TPIS) process. An overview of the major features of the Model Schools Program, which provides teacher training for integrating technology into the curriculum, is presented in chapter 4. Chapter 5 discusses software evaluation and selection, identifying steps in the process and criteria for software. Chapter 6, "Applications and Programs," describes several current technology services for management and instruction, including the Technology Network Ties (TNT) system that links schools, BOCES, and the State Education Department through a computer network. Examples are given of local school districts using such applications as communications technologies, management and instructional support programs, Criteria for a technological needs assessment of telecommunication networks for distance education are discussed. "Organizational readiness" at an educational institution--the cognitive understanding, the psychological acceptance, and the purely administrative structures--is addressed and classroom instructional strategies that are adaptable to the interactive television medium are surveyed. Inaugurated in 1987, the CSUF distance learning program has offered 10 or more credit courses each semester to 17 remote sites in the 4-county service area. (15 references) (Author)

ED 346 847 IR 015 640

Mahmood, Mo Adam; Hirt, Shirley A.
Evaluating a Technology Integration Causal Model for the K-12 Public School Curriculum: A LISREL Analysis.
PUB DATE- 21 May 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Adoption (Ideas); Attitude Measures; *Change Strategies; Computer Literacy; *Computer Science Education; Correlation; Educational Background; Elementary Secondary Education; Futures (of Society); Hypothesis Testing; Interviews; Labor Force Development; Literature Reviews; Microcomputers; *Models; Questionnaires; School Surveys; *Teacher Attitudes; *Technical Education

A review of the literature indicates that, in the 1990s, production workers will need significant amounts of human capital investments in terms of education, training, and retraining, to have the new and updated computer and technical skills required by American employers. The present empirical study determines and defines seven factors that are involved in the process of integrating computer technology into the K-12 public school curriculum and presents these factors in the form of a causal model: (1) Upper Management Encouragement; (2) Teachers' Training and Background; (3) Technology Integration Plan; (4) Teachers' Overall Attitude toward Computers; (5) Teachers' Attitudes toward Limited Use of Computers; (6) Use of Technology on the Job; and (7) Use of Technology at Home. Twenty-one hypotheses based on this model are proposed and tested using Linear Structural Relations analyses. The study was executed in a West Texas school district, where all administrators and teachers were asked to complete survey questionnaires. Of the 270 questionnaires distributed, 168 were returned (61%). The survey was followed by 12 personal staff interviews. The results support the fact that technology integration into the K-12 curriculum is a complex matter and must be addressed through a number of variables, including training for teachers, adequate public and/or private funding for the acquisition of equipment, and the formation and implementation of a technology integration plan supported by upper management. A copy of the survey instrument and supporting data from the study are appended. (47 references) (BBM)

ED 346 848 IR 015 641

Kay, Robin H.
An Examination of Gender Differences in Computer Attitudes, Aptitude, and Use.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Conference of the

each university library is ranked in terms of 18 variables. Also presented is an analysis of selected variables which indicates the range of values provided by the survey participants. Concluding the report are the compiler's notes, the instructions for completing the questionnaire, the questionnaire, and footnotes to the statistics. (MAB)

ED 346 865 IR 054 066

Luther, James L., Comp.
Library Handbook for Students. Eighth Edition.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; College Libraries; Indexes; Library Catalogs; Library Guides; *Library Instruction; *Library Materials; *Library Services; *Library Skills; Two Year Colleges
IDENTIFIERS- Cumberland County College NJ

Designed to help students acquire basic library skills, this handbook provides an introduction to the services and types of materials offered by the Cumberland County College Library (New Jersey). The handbook is arranged in the following sections: (1) a listing of the hours and services of the library; (2) an explanation of how books are arranged in the library and how to find by author, title, or subject through the card catalog; (3) a description of the library's reference services; (4) the floor plan of the library; (5) an introduction to periodical literature and indexes; (6) a description of the library's special services (e.g., use of audiovisual equipment, photocopying, interlibrary loans); and (7) a discussion of the library's circulation policies. An index and a copy of the Library of Congress classification system concludes the handbook. (MAB)

ED 346 866 IR 054 067

Krentz, Roger F.; Gerlach, Donald E.
Library Literacy of Incoming College Freshmen.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Libraries; *College Bound Students; *College Freshmen; Comparative Analysis; Higher Education; High Schools; *Library Instruction; *Library Skills; Pretests Posttests; Research Needs
IDENTIFIERS- University of Wisconsin Platteville

This study of the impact of high school library media skills instruction on the college bound student was designed to determine whether high school students have learned sufficient library skills to enable them to use an academic library successfully upon entering college. A library awareness test was administered to first-semester students in several college classes at the University of Wisconsin-Platteville in the fall of 1988. Selected subjects were divided into a test group (n=44) and a control group (n=29) and a pretest was administered to both groups to determine the level of library media skills they had acquired in high school. Students in the information. (Author/BBM)

ED 346 883 IR 054 119

Putnam, Kerin E.
Gender and Salary Differentials for Administrative and Professional Staff in Metropolitan Chicago Special Libraries.
PUB DATE- May 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Administrators; Comparative Analysis; Higher Education; *Librarians; Library Surveys; *Professional Personnel; *Salaries; *Sex Differences; *Special Libraries
IDENTIFIERS- Corporate Libraries; Illinois (Chicago Metropolitan Area)

This report describes a study of gender and salary differentials for metropolitan Chicago special librarians at the administrative and professional levels. Statistics are reported for all respondents and for administrative positions only. A mail survey of 20% of the population in academic, corporate, and noncorporate special libraries was done. The results are: (1) there are fewer males than females at the administrative and professional levels; (2) females are paid 3.4% less than their male counterparts; (3) salary differentials for women do not follow the national or regional trends, but vary between 13.5% less and 9.5% more than men; (4) corporate special libraries pay women 6.6% more than men and women make up 83% of the population; and (5) noncorporate special libraries employ 64.7% women, but pay them 9.5% less than men. The salary and gender data presented in this study indicate that women employed in special libraries in Chicago are, overall, being given equal treatment in their profession with slight variances dependent upon the type of special library in which they work. Appended materials include definitions of terms, a copy of the survey questionnaire and cover letters, and five graphs displaying survey data. A 19-item bibliography is provided as well as 9 references. (Author/BBM)

ED 346 884 IR 054 124

Library and Information Services for Literacy, Productivity and Democracy. Joint Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, and the Subcommittee on Labor-Management Relations of the Committee on Education and Labor, House of Representatives. One Hundred Second Congress, First Session. Oversight Hearing at the White House Conference on Library and Information Services.
PUB DATE- 11 Jul 91
NOTE- 137p.; Education and Labor Serial No. 102-59.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conferences; *Democracy; Government Role; Hearings; *Information Services; *Library Role; Library Services; *Literacy Education; *Productivity
IDENTIFIERS- Congress 102nd; *White House Conference Library Info Services

The oversight hearing at the second White House Conference on

Horan, Michael
Attributes of Exemplary Community College Teachers: A Review of the Literature.
PUB DATE- Feb 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Communication; Classroom Environment; Classroom Techniques; *College Faculty; *College Instruction; Community Colleges; Educational Quality; Instructional Improvement; Literature Reviews; Teacher Behavior; *Teacher Effectiveness; Teacher Expectations of Students; Teacher Improvement; *Teacher Student Relationship; *Teaching Methods; Two Year Colleges

The findings of numerous empirically based research studies reflecting the views of teachers, students, and administrators can be used to identify a "core of techniques" associated with effective community college teachers. Community college teaching is generally more student-centered than four-year college instruction, with the choice of teaching method based upon the goals and learning styles of the students. Two studies conducted during the 1980's identify four teaching behaviors common to exemplary community college teachers: (1) they are highly organized, plan carefully, set unambiguous goals, and have high expectations of their students; (2) they express positive regard for their students; (3) they strongly encourage student participation; and (4) they provide students with regular feedback regarding their progress in the course and make specific remediation recommendations. These characteristics relate to behaviors and techniques rather than to disposition or personality traits. Effective teachers form partnerships with their students in order to meet course objectives, and they assume a major responsibility for student outcomes. Mastery learning techniques, especially the corrective/feedback process, are widely used. Community college teachers typically make course content relevant by relating their experiences, giving examples, and connecting course goals to the real-world expectations and experiences of their students. It is held, however, that these teachers need to become more actively involved in providing valid empirical evidence of their expertise through research and publishing. (26 references) (JSP)

ED 346 901 JC 920 326

Sundby, Oliver; Franklin, Joe
Using an Automated Instructional Management System as a Foundation for Accountability at Red Rocks Community College.
PUB DATE- 24 Jul 92
NOTE- 8p.; Paper presented at the Annual Summer Institute on Community College Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Community Colleges; *Computer Managed Instruction; *Computer Oriented Programs; Management Information Systems; *Minimum Competency Testing; *Program Implementation; Teacher Attitudes; *Testing Programs; Two Year Colleges

NOTE- 33p.; Paper presented at the National Conference on Successful College Teaching and Administration (Orlando, FL, March 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Instructional Improvement; Orientation Materials; *Part Time Faculty; Teacher Educators; *Teacher Orientation; *Teacher Workshops; *Teaching Guides; Two Year Colleges

Guidelines for conducting and facilitating a workshop designed as an orientation for both beginning and experienced adjunct faculty at community colleges are presented in this instructor's manual. The manual contains the following 11 sections, each defining an objective or activity to be undertaken during the workshop, and providing recommendations for promoting discussion: (1) Introductions; (2) The Workshop Plan; (3) College Information; (4) Classroom Instruction/Concerns; (5) Introduction to Teaching; (6) Adult Student Characteristics; (7) Student Concerns; (8) What Is a Teacher? (9) Vary Classroom Activities; (10) Good Teacher Characteristics; and (11) Evaluation Handout. Each section contains suggestions for the use of appropriate support items such as a flip chart, overhead projector, handouts and the text. Seven overhead projections and three handouts, including a list of academic program accrediting agencies and a questionnaire to aid in planning future workshops, are appended. (JSP)

ED 346 918 JC 920 348

Vocational Staff Workshops Project: April 26, 1991-May 30, 1992.
SPONS. AGENCY- California Community Coll. Association of Occupational Education.; California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 71p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Faculty Development; *Inservice Teacher Education; Professional Development; Program Descriptions; *Staff Development; Teacher Education Programs; Teacher Improvement; *Teacher Workshops; Teleconferencing; Two Year Colleges; *Vocational Education Teachers

The Vocational Staff Workshops Project was initiated in 1984 by the California Community College Association of Occupational Education (CCCAOE) to provide staff development activities for vocational education instructors, administrators, and support services staff. In 1991-92, the project was implemented by Orange Coast College, which subcontracted with Shirley McGillicuddy and Associates. Due to a 5-month interruption in the project's operation, resulting from contractual payment problems, and to some redirection of priorities, not all objectives were achieved. However, the following activities were undertaken: (1) support and/or cosponsorship of two workshops for vocational administrators in conjunction with the CCCAOE fall conference which were attended by almost 200 community college professionals; (2) development of a model to address impacted labor markets in cooperation with Mendocino

Smith, Barbara Leigh; MacGregor, Jean
Gleanings: The Minority Student Success Project.
PUB DATE- 91
NOTE- 29p.; For a related document, see JC 920 367.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Community Colleges; Cultural Interrelationships; *Minority Groups; Multicultural Education; Program Implementation; *Program Improvement; Racial Relations; *School Holding Power; *Statewide Planning; *Student Recruitment; Two Year Colleges

The Minority Student Success Project (MSSP) initiated in 1989 was designed to improve the recruitment and retention of minority students on campuses in the state of Washington. The results of a questionnaire on minority students administered to all of Washington's community colleges, and data from follow-up interviews, were used to design working retreats to develop minority success programs. Teams from 23 of the colleges attended the retreats in the winter and fall of 1990. Follow-up visits to the participating colleges by project staff in spring, 1991 revealed the following: (1) there was a strong commitment to minority student success; (2) schools with developed planning and coordinating structures had the greatest success; (3) strong leadership and sustained focus were critical; (4) communication and coordination with other initiatives enhanced program effectiveness; (5) there was a need for focused planning and the setting of short-term, realistic goals; (6) existing data needed to be examined and more widely shared; (7) serving minority students needed to be understood as a campus-wide responsibility, not just the job of a multicultural services office; (8) the reality of intercultural conflict needed to be squarely confronted; and (9) building campus commitment and infrastructure would be a long-term, developmental undertaking. The report concludes with a list of recommendations for the next steps to be taken, and brief descriptions of individual campus initiatives. Appendixes include a list of program participants and a list of questions for institutional self-evaluation. (JSP)

ED 346 935   JC 920 369

Conrath, Richard C.
The Cape Fear Plan.
PUB DATE- Jun 92
NOTE- 12p.; Paper presented at the Community College Consortium Annual Summer Institute of Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; College Programs; Community Colleges; Consultants; Educational Facilities Planning; Financial Support; Governing Boards; *Long Range Planning; Organizational Climate; *Program Implementation; Satellite Facilities; *School Expansion; Staff Development; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Cape Fear Community College NC; *Strategic Planning

In spring 1992, Cape Fear Community College (CFCC) completed its long-range strategic plan. The consultant who helped guide the institution through the process presented the plan to the Board acceptable training, whether licensing staff should serve as training instructors, strategies encouraging compliance and facilitating enforcement, and principles that should guide enforcement. It is concluded that: (1) qualified child care staff must be retained; (2) professional development of individuals should be encouraged; (3) a training approval system which requires a special unit in the licensing agency must be designed; and (4) a comprehensive training system which prepares individuals to work competently with children regardless of setting should be designed in collaboration with other agencies. (RH)

ED 346 952 PS 019 237

Christian, Randy
Handling Stress and Abuse in the Religious Community.
PUB DATE- Nov 90
NOTE- 6p.; Paper presented at the Annual Meeting of the National Conference on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Child Abuse; *Church Role; *Intervention; Models; *Stress Variables

This paper discusses the role of the religious community in the prevention of various forms of family abuse. Discussion first sets forth assumptions made in the text and identifies beliefs underlying the disregard of the religious community that is found among professionals and in the literature on the family. General responses to the beliefs are followed by a description of the ABCX model of adaptation to family stress. This model provides a base for integrating perspectives of religious and professional communities. Family stress, which is seen as the combined interaction of a stressor or stressors, is labelled A. Presence or lack of resources for dealing with stressors is labelled B, while the family's perception of the stressors is labelled C. All three of these factors interact, and can result in a crisis, labelled X, at a catalytic point. The model can be used for an understanding of the relation of the concept of sin to family abuse. Concluding discussion suggests four approaches which substantially reduce the temptation of a family or a family member to behave abusively when the approaches are implemented by the religious community in a coordinated fashion. These approaches involve lowering the level of risk by removing or reducing the stressors; providing family members with appropriate resources; facilitating positive perceptions; and holding individuals accountable for their behavior by encouraging a change of will. (RH)

ED 346 953 PS 019 699

Dittmer, Roxann M.
The Effects of Simulation Activities on the Attitudes of Preschoolers without Handicaps toward Their Peers with Handicaps.
PUB DATE- May 91
NOTE- 55p.; Paper presented at the Annual Meeting of the Midwestern Association for the Education of Young Children (Des Moines, IA, April 17-20, 1991). Appendix C not in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

DESCRIPTORS- *Accountability; *Change Strategies; *Early Childhood Education; Educationally Disadvantaged; *Educational Objectives; Educational Policy; Futures (of Society); Parent Participation; School Support; Social Change; *State Standards; Student Needs; *Teacher Student Relationship; Young Children

Three essays put forth recommendations for improving various aspects of American education. The first essay, "Teacher Preparation," focuses on the impact of several social, global, and technological trends on American schools and teacher education. In light of these trends, it is concluded that teachers must understand the ways in which America is changing and be prepared to help the growing numbers of disadvantaged children. They must also have a global perspective and see that the world is a global village that is politically transformed, economically connected, and ecologically imperiled. Teachers must help students cooperate rather than compete and find ways to use technology to help the learning process. Finally, in light of the stressful home lives of many children, they must understand how deeply these children are in need, and be caring as well as competent. The second essay, "Early Childhood Education," proposes six national objectives for early education: (1) good nutrition for every child; (2) universal preschool education for every disadvantaged child; (3) the establishment of nongraded Basic Schools that combine grades K-4; (4) classes of no more than 15 students; (5) evaluation to ensure that students have basic language and computation skills before leaving 4th grade; and (6) intergenerational connections. The final essay, "A National Education Index," recommends the creation of a set of nationwide standards that would serve as a framework for state accountability. The proposed index would include standards for student achievement, the conditions of teaching, school climate, school finance, accountability and intervention, and school partnerships with parents and the business community. (AC)

ED 346 971 PS 020 583

Hess, Melanie
Children Schools, and Poverty = L'enfance, l'ecole, et al pauvrete.
PUB DATE- Jun 89
NOTE- 137p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Compensatory Education; Dropout Programs; *Economically Disadvantaged; Education Work Relationship; *Elementary School Students; Elementary Secondary Education; Equal Education; Foreign Countries; Intervention; *Poverty; Preschool Education; Program Descriptions; *Secondary School Students; Student Behavior
IDENTIFIERS- *Canada

This monograph (in both English and French) examines the impact of poverty on children, with particular reference to the situation of poor children in Canadian elementary and secondary schools. Section 1 briefly introduces the topics of education and poverty. The link between poverty and children's physical and mental health and educational attainment is examined in Section 2. Section 3 discusses problems poor children experience in relation to school. These include hunger; inadequate child care; low self-esteem, motivation, expectations, and achievement; delayed cognitive development;

Since the groundwork for social development is laid during a child's early years, early childhood programs should include regular, periodic, formal and informal assessments of children's progress in the acquisition of social competence. One assessment tool that can be used is the Social Attributes Checklist, which lists attributes of a child's social behavior and preschool experience that can be examined every 3 or 4 months. The assessment should establish whether the attributes are typical of the child's functioning and should, therefore, be conducted over a period of about a month. The checklist involved in the assessment includes 8 individual, 14 social skill, and 2 peer relationship attributes. These attributes are listed in the text. If the child is judged to be doing well on most of the attributes, then it can be assumed that occasional social difficulties will be spontaneously outgrown. If, however, the child is doing poorly on many items, strategies can be implemented to help the child overcome and outgrow social difficulties. (AC)

ED 346 989   PS 020 635

Edgar, Don
Conceptualising Family Life and Family Policies.
PUB DATE- Dec 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; Extended Family; *Family (Sociological Unit); Family Income; Family Programs; Family Relationship; *Family Role; Family Structure; Foreign Countries; International Programs; *Policy Formation
IDENTIFIERS- Family Policy; United Nations Intl Year of the Family 1994

The United Nations International Year of the Family 1994 will give policymakers the opportunity to bring together threads of social life that have previously been treated separately. The danger in talking about the concept of "the family" lies both in its abstractness and in its emotional, religious, and political overtones. To avoid this definitional quicksand, people must be reminded that every individual has a family (of origin at least); that the family changes throughout the course of an individual's life and throughout history as social circumstances change; and that the family does not stop at the household level, but is often maintained across generations and sustained across several households. Five propositions can help to conceptualize the family in a way that clarifies directions for family policies: (1) The family unit is a system of cooperation based on the combination of human and other resources and a structured distribution of costs and benefits; (2) The family system of cooperation focuses on two main sets of tasks: income generation and care for oneself, one's partner, and one's dependents; (3) The family system of cooperation results in a duality of joint benefits and unequal rewards; (4) The nature of family life and of the civil society in which it is embedded depend on and contribute to the balance between state and free market coordination of social structures; and (5) Social policies should have as their central objective the maintenance and improvement of family well-being. (AC)

ED 346 990   PS 020 641

activities. In addition, each issue provides learning activities covering a variety of subjects for parents to do with their children at home. All learning activities are presented in both English and Spanish as are the sections for parents called "Smart Start." Each issue contains numerous illustrations. (LP)

ED 347 008 RC 018 601

Cheek, John W.; Creel, Barbara
Toward the Year 2000: Listening to the Voice of Native America. 17th Annual Report to the United States Congress, Fiscal Year 1990.
PUB DATE- Mar 91
NOTE- 378p.; For the 1988 report, see ED 317 358. Appendixes E-H contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; Alaska Natives; *American Indian Education; American Indians; Demonstration Programs; Educational Legislation; Educational Policy; Elementary Secondary Education; *Enrollment; Federal Aid; *Federal Indian Relationship; *Federal Programs; *Financial Support; Higher Education
IDENTIFIERS- Indian Nations At Risk Task Force; *National Advisory Council on Indian Education; White House Conference on Indian Education

This report outlines the activities of the National Advisory Council on Indian Education (NACIE) for fiscal year 1990, and presents statistics and information on Indian schools and educational programs. Parts I and II describe NACIE and its activities: advising the Secretary of Education and Congress on the development of educational regulations and policies; reviewing applications for grants and fellowships; reviewing Indian education programs and projects; participating in the White House Conference on Indian Education and the Indian Nations At Risk Task Force (INAR); and providing technical assistance. Parts III and IV provide an overview of Indian education programs and grants supporting them. Part V compiles statistical information on American Indian and Alaska Native enrollments in public, private, and Bureau of Indian Affairs elementary and secondary schools and in higher education institutions; degrees conferred 1979-89; and participation and scores for the Scholastic Aptitude Test and the American College Testing Program. Part VI outlines goals, activities, and major findings of the INAR. Parts VII and VIII describe the pending White House Conference on Indian Education and summarize recommendations from three 1990 "mini-summits" on Indian education. Extensive appendices: (1) describe NACIE meetings; (2) profile 32 programs benefitting Native students; (3) outline Department of Education responses to past NACIE recommendations, 1985-89; (4) describe 10 innovative demonstration projects; and (5) present the text of Indian Education laws P.L. 100-297, 100-427, and 101-301 and Office of Indian Education program regulations. This report contains 50 data tables. (SV)

ED 347 009 RC 018 602

More, Arthur J., Ed.
Native Indian Education Projects and Programs in B.C. Schools. Revised 1989.

Health Services; Job Training; Labor Market; *Mexican Americans; Poverty; *Program Attitudes; Program Evaluation; Welfare Recipients; *Welfare Services
IDENTIFIERS- Focus Groups

This is the final report of the National Council of La Raza's (NCLR) Focus Study examining the opinions, attitudes, and needs of Mexican American single women, relating to implementation of national welfare reform legislation. Over a 2-year period NCLR staff held focus groups with Mexican American women in four communities: Phoenix, Arizona; Mora, New Mexico; Pharr, Texas; and Kansas City, Missouri. An overview of the first-year study is provided. During the second year the study examined Aid to Families with Dependent Children (AFDC), welfare-to-work programs including the Job Opportunities and Basic Skills Program (JOBS), the labor force, and child care. The report concludes that: (1) poverty is the central issue expressed by each focus group; (2) there is a dilemma between working with no health care benefits and depending on welfare with Medicaid; (3) individualized training programs are needed; (4) the women are active in the work force but need stable jobs with health benefits; (5) child care is a major concern of the participants; and (6) participants badly need more knowledge about the AFDC and the JOBS programs. Also discussed are implications for welfare reform in particular, and poverty policy in general. Appendices include: (1) an overview of the 1988 Family Support Act (FSA); (2) study site profiles; (3) participant profiles; (4) a second-year discussion guide; (5) a second-year background questionnaire; (6) a state JOBS program update; and (7) descriptions of state programs. (LP)

ED 347 027 RC 018 715

Loughrey, Michael E.; Harris, Mary B.
Adolescent Alienation and Attitudes toward School in Native American, Hispanic, and Anglo High School Students.
PUB DATE- 23 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; *Anglo Americans; Correlation; High Schools; High School Students; *Hispanic Americans; Institutional Characteristics; Rating Scales; Social Status; *Student Alienation; *Student Attitudes; *Student Characteristics; Surveys
IDENTIFIERS- *Native Americans

This paper reports on a correlational study of the relationship between adolescent alienation, demographic variables, and school variables. Participants were 466 students including Hispanics, Native Americans, and Whites from 4 public high schools in a Southwestern state. Students completed Mackey's Adolescent Alienation Scale and Ahlgren's Minnesota School Attitude Survey, which measured three dimensions of alienation: (1) personal incapacity, which reflects an inability to make decisions or cope with problems of daily living; (2) guidelessness, a sense that norms or accepted rules to guide behavior are not available; and (3) cultural estrangement, a voluntary rejection of the middle class value system. Also measured were student attitudes toward support at school, pressure at school, and personal development at school. In addition students were asked to respond to 22 demographic and discuss the results on the second day of the lesson. This document contains the lesson plans; surveys; a guide to taking action; and fact sheets on "The Automobile", "Energy & Environment," and "Global Warming." (CW)

ED 347 045 SE 051 821

Raizen, Senta A.; And Others
Assessment in Science Education: The Middle Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 131p.; For the first set of reports, see ED 314 235-238.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Elementary School Science; *Evaluation; Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; *Science Education; *Secondary School Science; Student Attitudes; Teaching Methods

The mission of the National Center for Improving Science Education, a partnership between the NETWORK, Inc., and the Biological Sciences Curriculum Study (BSCS), is to promote changes in science curricula, science teaching, and assessment of student learning in science. The center analyzes and makes recommendations for policy and practice at the national, state, and local levels. As part of this task, the center synthesizes and translates the findings, recommendations, and viewpoints expressed in research studies and develops practical resources for policymakers and practitioners. This document is part of a second set of reports that focus on science and mathematics education for young adolescents. Included are chapters entitled: "(1) "Assessment: The Middle Years"; (2) "The Opportunity"; (3) "Goals for Science Education and the Assessment Challenge"; (4) "The Context of Science Education in the Middle Years"; (5) "Assessment in Middle-Level Science: Improving Current Practice"; (6) "Innovative Assessments: New Directions"; (7) "Assessments and Policy"; and (8) "Recommendations." Appended are the references, a listing of assessment panelists, and an index. (KR)

ED 347 046 SE 051 975

Schultz, Linda; And Others
Learning Alaska Science at a Distance. Alaska Science Pilot Evaluation Report.
PUB DATE- 89
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Aids; Computer Assisted Instruction; Educational Technology; General Science; High Schools; *Migrant Education; Program Descriptions; Questionnaires; Science Education; *Secondary School Science; *Student Attitudes; Teacher Attitudes; *Telecommunications; Videotape Recordings
IDENTIFIERS- *Alaska

The Alaska Science Pilot was a one-semester pilot study, undertaken from January to June of 1989 and funded largely by federal Migrant Funds. Students used the high school level general science course called "Alaska Science," which is comparised of ten 3-week text workbook units of study which a microcomputer-interfaced electronic pH probe. Reported in this paper are students' understandings prior to and after interacting with these technologies. Verbal data and drawings obtained in clinical interviews were used to construct concept maps and to analyze students' molecular concepts. Experts were also interviewed, and their concept maps were analyzed to identify critical nodes on their understanding of acids, bases, and pH. The concept maps and drawings were analyzed and two general conclusions reached: (1) students using microcomputer-based laboratory (MBL) activities appeared to construct more powerful and more meaningful chemical concepts; (2) the microcomputer group's high rates of both erroneous and acceptable links provide evidence that these students were positively engaged in restructuring their chemical knowledge. MBL appears to help students develop deeper understanding of acids, bases, and pH concepts, as indicated by the concept maps showing more detailed differentiation and integration. Examples of student's and expert's concept maps are appended. (KR)

ED 347 063 SE 052 129

Renewing U.S. Mathematics: A Plan for the 1990s.
PUB DATE- Apr 90
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Mathematics; Educational Improvement; Educational Needs; Educational Objectives; Excellence in Education; Federal Aid; Federal Programs; *Financial Support; Government Role; *Government School Relationship; Higher Education; *Mathematics Education; National Programs; Postsecondary Education; Public Agencies; Public Policy; Public Support; Research Opportunities; *Research Utilization; Scientific Research
IDENTIFIERS- *Research and Graduate Training Facilities; Research Curriculum; Research Integration; Research Priorities

As requested by the National Science Foundation (NSF) and the Interagency Committee for Extramural Mathematics Programs (ICEMAP), this report updates the 1984 Report known as the "David Report." Specifically, the charge directed the committee to (1) update that report, describing the infrastructure and support for U.S. mathematical sciences research; (2) assess trends and progress over the intervening five years against the recommendations of the 1984 Report; (3) briefly assess the field scientifically and identify significant opportunities for research, including cross-disciplinary collaboration; and (4) make appropriate recommendations designed to ensure that U.S. mathematical sciences research will meet national needs in coming years. Of the several components of the mathematical sciences community requiring action, its wellspring--university research departments--is the primary focus of this report. The progress and promise of research--described in the 1984 Report relative to theoretical development, new applications, and the refining and deepening of old applications--have if anything increased since 1984, making mathematics research ever more valuable to other sciences and technology. Although some progress has been made since 1984 in the support for mathematical sciences research, the goals set in the 1984 Report have not been achieved. Practically all of the increase in funding has gone into building the infractructure, which had deteriorated badly by 1984. While graduate and postdoctoral

*Environmental Concepts

This publication, the last in a series of seven for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. It contains a unit of exercises selected for sixth grade students focusing on community solutions to solid waste pollution. Waste management activities included in this unit seek to facilitate an environmental awareness and sense of environmental responsibility. The unit presents the following major ideas: (1) solid waste management is a very important issue in all communities; (2) because of the complexity of the issues, decisions regarding solid waste management are often difficult; (3) individuals and communities have several options they can pursue to improve solid waste management; (4) citizens need to learn about waste management problems, and some disposal methods and habits must be changed; (5) in many communities, local laws need improvement before litter and solid waste problems can be adequately managed; and (6) landfills must be managed properly to avoid water pollution and other problems. In the activities students are guided in studying their own locality's solid waste problems and in designing a model waste disposal plan. Students can apply the knowledge gained in the community study with a solid waste management role simulation activity. Each activity in the unit meets the Virginia Department of Education Standards of Learning Objectives for Science; however, the material is designed to be interdisciplinary and may also be used to meet social studies, health, language arts, mathematics, or art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

ED 347 080   SE 052 818

Char, Cynthia
Computer Graphic Feltboards: New Software Approaches to Children's Mathematical Exploration. Report No. 91-1, Reports and Papers in Progress.
PUB DATE- Dec 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Addition; *Cognitive Development; *Computer Assisted Instruction; *Computer Graphics; Computer Uses in Education; *Courseware; Discovery Learning; Field Tests; Grade 1; Kindergarten; Learning Activities; *Manipulative Materials; Mathematical Enrichment; *Mathematics Instruction; Number Concepts; Pilot Projects; Primary Education; Problem Solving; Symbols (Mathematics); Teaching Methods
IDENTIFIERS- Graphic Representation; *Representations (Mathematics)

This paper presents a research study of children using on-screen manipulatives (objects represented graphically on the computer screen) in learning mathematics. The paper begins by offering the rationale for the use of manipulatives in mathematics education, an assessment of why manipulatives are not more commonly used in schools, and a discussion of the potential benefits of on-screen computer manipulatives. It then discusses a program of research in which sixty-three kindergarten and first-grade children used software to construct "computer beansticks" as part of a series of classroom activities focused on number patterns, grouping, and addition. Among the results was the finding that the open-ended nature of the software offered children an environment for independent and civilizations, and ancient African, Indian, and Chinese civilizations. Life in a feudal society, in the Renaissance Era and in the Reformation Era are covered in Unit 3. In Unit 4, life is presented in three societies: western industrial, contemporary communist, and contemporary developing nations. The appendix contains supplementary resources for Unit 4. An annotated teacher and student resource list for all four units, outline maps, and black and white illustrations complete the guide. (DJC)

ED 347 098 SO 019 926

Zimmerman, Enid, Ed.; Stankiewicz, Mary Ann, Ed.
Women Art Educators.
SPONS. AGENCY- Association for Research, Administration, Professional Councils & Societies, Reston, Va.; Indiana Univ., Bloomington. Mary Rouse Memorial Fund.
PUB DATE- Apr 82
NOTE- 117p.; For related document, see SO 019 927.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- American Indians; *Art Education; *Art Teachers; *Females; Interviews; Primary Sources; Research Problems; Research Tools; *Sex Role; *Sex Stereotypes; *Womens Studies
IDENTIFIERS- Boas (Bella); Dix (Marion Quin); Hoffman (Malvina); Minot (Louise); Rouse (Mary Jane); Syracuse University NY

This collection of papers on women art educators reveals the variety of roles played by those women, from anonymous art teachers to leaders in their profession. "Mary Rouse: A Remembrance" (G. Hubbard) is a personal perspective on Rouse, the development of her career, and her considerable impact in the field of art education. "The Search for Mrs. Minot: An Essay on the Caprices of Historical Research" (R. Saunders) describes the difficult and time consuming process required to research the history of female educators who seemed to accept the stereotyped role of their era. "Woman, Artist, Art Educator: Professional Image Among Women Art Educators" (M. Stankiewicz) examines the stereotyped roles of both women and artists in the lives of three educators at Syracuse University (New York), 1900-1940. "Belle Boas: Her Kindly Spirit Touched All" (E. Zimmerman) recounts the life of this woman who was a transitional figure, both in styles of teaching and in the role of women as educators. "Marion Quin Dix: A 'People Picker' and a Innovator in American Education" (A. Gregory) is an interview with this leading educator. "Marion Quin Dix: Facilitator, Helper, Motivator, Colleague, and Friend" (J. Hausman) is a brief personal recollection of Dix. "What Happened to Malvina Hoffman?" (E. Zimmerman) discusses the role of the female artist/teacher. "American Indian Women as Art Educators" (L. Zastrow) examines the woman's role as artist and art educator among the Southwest U.S. Indian tribes. "Searching for Women Art Educators of the Past" (M. Stankiewicz) focuses on the problems of historical research in this field. (PPB)

ED 347 099 SO 019 927

Stankiewicz, Mary Ann, Ed.; Zimmerman, Enid, Ed.
Women Art Educators II.
PUB DATE- Apr 85
NOTE- 235p.; For related document, see SO 019 926.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Awareness, Tai Chi, T-Groups, Vipassana Meditation, Yoga, Zen Buddhism, and Zero Balancing. (WTB)

ED 347 119 SO 030 149

Cheek, Dennis W., Ed.
STS Reporter: Science, Technology, and Society. Special Issue and Vol. 1, No. 2-3.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; Curriculum Development; Educational Resources; Elementary School Science; Elementary Secondary Education; Interdisciplinary Approach; *Networks; *Science and Society; Science Curriculum; *Science Education; Scientific and Technical Information; Scientific Literacy; Secondary School Science; Technological Literacy; *Technology

This publication supports the implementation of science, technology, and society education in schools, as well as news of the nationwide network. Volume 1 includes: "The Present Opportunity in Education," a position paper of the Triangle Coalition for Science and Technology Education; "An STS Learning Cycle for Middle School Students" (Peter Rubba; Carmine DeCarlo); "A Precollege Science Enrichment Program for High School Students Using an STS Approach" (Dianne Robinson); "ERIC and Education about Science/Technology/Society" (John J. Patrick); and "Gypsy Moths in the Classroom" (Erik Mollenhauer). (DB)

ED 347 120 SO 030 194

Torney-Purta, Judith
Measuring Performance in Social Studies in an Authentic Fashion.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Research; Elementary Secondary Education; *Evaluation Methods; Political Socialization; Schemata (Cognition); *Social Studies; Student Development; *Student Evaluation; Testing; Thinking Skills
IDENTIFIERS- *Authenticity; Higher Order Learning

Researchers of performance assessment in social studies have contrasted authentic assessment, which is characterized by contextualized, complex intellectual challenges, with multiple choice tests of achievement, which are characterized as fragmented and static. In calling for the need for authentic assessment, this paper outlines a plan for the development of performance indicators in social studies, in particular, indicators of complex cognitive representations of social institutions and structures. Four characteristics of complexity in the international political and economic views of young people are identified based on research consisting of problem-solving interviews and a written questionnaire pre- and post-

*Student Rights; Supervisory Methods; *Teacher Responsibility; *Teacher Rights

Legal issues have become of increasing concern to school teachers and school officials. This article addresses the need for teachers, administrators, and students to have a basic awareness of their legal rights and responsibilities. Based upon a review of leading law digests, the following significant legal issues are identified and examined: integrating special needs students, child abuse or neglect, supervision of school activities, and maintaining an appropriate educational climate. Two models (figures appended) are proposed to incorporate these issues into preservice teacher education programs in the context of coursework in the liberal arts curriculum. The first model assumes the format of a cluster course surrounding a central theme such as basic rights. In such a cluster, several courses would be offered in different disciplines and would address aspects of the issue of basic rights. Participating courses might include philosophy, political science, sociology, and education, and would provide opportunites for active learning and integration of learning across the curriculum. The second model proposes broad-based topics presented in teacher education courses and the liberal arts curriculum, capped by a seminar which would integrate topics and issues. (LL)

ED 347 140 SP 033 893

Didham, Cheryl K.
Rethinking Field Experiences: Designing a Model for the 1990's.
PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Educational Needs; Elementary Secondary Education; *Field Experience Programs; Higher Education; National Surveys; Preservice Teacher Education; Scheduling; *Student Teaching; *Teacher Education Curriculum

In order to determine if any innovative changes were occurring in early field experiences and student teaching programs, two surveys were conducted. Directors of field experiences at Ohio four-year colleges and universities were surveyed with 43 out of the 47 Ohio directors responding. Ninety-seven colleges and universities across the United States were also surveyed, with 46 institutions replying. Respondents were asked to provide information on the strengths and weaknesses of their programs. Results indicated considerable variance in the content and operation of the programs, particularly in time devoted to student teaching and overall course scheduling. The majority of schools felt that their strength lay in their field experiences, supervisors, and cooperating teachers. Lack of field experience sites was a problem for large programs, those located in rural areas, or schools sharing geographical areas with several other institutions. A common complaint from respondents was lack of control in selecting cooperating teachers. As institutions are increasingly requiring a number of clinical and/or field experiences prior to student teaching, some schools have experienced difficulty in establishing early field experiences. Some schools have difficulty in complying with state requirements for urban, suburban, rural, or multicultural experiences. (IAH)

IDENTIFIERS- *Kansas City Public Schools MO

The second implementation year of Classical Greek magnet programs in two elementary schools in the school district of Kansas City, Missouri, is evaluated. The Pitcher Classical Greek Magnet (PCGM) School and Woodland Classical Greek Magnet (WCGP) School programs emphasize a strong liberal arts education that reflects the classical Greek ideal of a strong mind and a strong body. The programs are characterized by a consistent emphasis on the physical and mental development of the student, and a rigorous academic program is enhanced by a challenging physical education regimen. Among the findings are the following: both schools made progress toward desegregation enrollment goals; site visits found evidence of theme implementation at both schools; teachers were generally positive, although WCGM teachers rated the degree of theme infusion lower than their PCGM counterparts, who reported that student misbehavior hindered theme implementation; more than half the Iowa Tests of Basic Skills achievement scores for both schools in reading, language arts, math, science, and social studies were at or below district and national levels; third grade Missouri Mastery and Achievement Test scores were weak compared to state or district levels; and extended day programs were in place both before and after school. Twelve tables and figures report on achievement scores, enrollment data, and perceptions of staff and parents. (LB)

ED 346 714 FL 020 403

Robinson-Lewis, G.
Garfield Latin Grammar Magnet Elementary Schools: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 47p.; For other evaluation reports, see FL 020 401-408 and FL 020 427-428. Appendix A will not reproduce well due to light, broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; Elementary Education; Enrollment; Formative Evaluation; *Latin; *Magnet Schools; Participant Satisfaction; Performance Contracts; Program Evaluation; Program Implementation; Public Schools; School Desegregation; *Second Language Programs; Student Attitudes; *Student Behavior
IDENTIFIERS- *Kansas City Public Schools MO; *School Uniforms

The second year of implementation of the Garfield Latin Grammar Magnet Elementary School in Kansas City, Missouri, is reported. The Latin grammar program operates in a traditional setting that includes strong emphasis on discipline and behavior, systemative and rigorous homework policies, and the strong commitment of staff, students, and parents. The program is evaluated in terms of enrollment goals and racial composition, curriculum and infusion of the theme into the classroom, perceptions regarding program implementation, and levels of student achievement. Among the findings are the following: (1) there were modest gains toward theme-related and achievement goals and less progress toward court-ordered desegregation and student satisfaction goals; (2) certain instructional goals were not fully implemented; (3) regular classroom teachers integrated Roman, Greek, and ethnic culture into instruction; (4) significant integration of classic cultural and multicultural relationships were reflected in the basic curriculum; (5) the structured learning environment and strict

Languages 5.
PUB DATE- 85
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Critical Thinking; Foreign Countries; *German; *Language Tests; Resource Materials; Secondary Education; *Second Language Learning; Student Centered Curriculum
IDENTIFIERS- *Authentic Materials; Great Britain

In view of frustration and dissatisfaction expressed by British language teachers, this book takes a critical look at the present "A" level language examinations and makes a radical reappraisal of the needs of students learning German for "A" level and other examinations. It suggests a fundamental change of emphasis from traditional grammar/translation methods to a more stimulating communicative approach centered around the interests and the intellectual development of students. It outlines systematic procedures for exploring authentic materials and texts of a wide variety of styles and register, proposing a multi-media approach to language learning that is student-oriented. This methodology is illustrated by a series of authentic texts with examples. The book also proposes a new style of "A" level examination that matches this learner-centered approach. Since learners of all ages can use their own initiative and intellectual skills to delve critically into learning a foreign language and culture, this volume is applicable to Sixth Form, Further, or Adult Education. The ideas and techniques may also be of interest to teachers of other languages who have a working knowledge of German. Appended are some useful sources of authentic materials for teaching German in the Sixth Form. Contains 12 references. (LB)

ED 346 735 FL 020 456

Schutte, Lilith
The Use of Business Case Studies in Business German Classes.
PUB DATE- 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Michigan University Conference on Languages and Communication for World Business in the Professions (Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Case Studies; Class Activities; *German; Higher Education; *International Communication; *Second Language Learning; Student Participation; Vocabulary

The use of business case studies, defined as sophisticated models that present practical business problems and theoretical guidelines that can be used to solve the problems, is discussed. It is suggested that the main advantages of case studies are that they are usually more interesting to read than theoretical materials and they encourage student participation. The cases are useful supplements to available business German texts. They are helpful in preparing students to pass objective business language examinations such as the German Business Certificate Test. Two sets of cases are cited that were developed for the third or fourth year level of language

English Speaking; *Public Policy; Social Status
IDENTIFIERS- Australia

This paper is based on a 1991 research study that examined non-English speaking background (NESB) women in Victoria, Australia. The women had past or current experience of paid work or were intending to participate in paid work, and they were taking or intending to take literacy and basic education courses. Some of the relationships between the two groups of factors are explored. It is noted that if Australia's workers are to take advantage of the education and training opportunities offered by government-endorsed restructuring in support of a national multicultural policy, then factors such as literacy level, competence in English, and gender are important considerations. The general conclusion of this study is that NESB women tend to be "losers" in the drive for literacy, but that there is ample potential for transforming them into "winners." Serious issues raised by the study include the following: (1) the philosophy underlying "multicultural" Australia, and particularly the national languages policy, may be only a political slogan if NESB women's literacy and general education needs are not given priority; (2) literacy and skills training problems cannot be solved without taking into account the complexity of language and literacy, the clientele to be accommodated, and the position and status of women in Australian society; and (3) assumptions about NESB women as primarily "victims" are severely limited and may transform NESB women from winners to losers while paradoxically enabling others to move from being losers to winners. (LB) Adjunct ERIC Clearinghouse on Literacy Education

ED 346 755 FL 800 504

Sainz, JoAnn
Critical Literacy: How Can the Limited Proficient Adult Be Academically Supported and Enabled To Gain the Necessary Knowledge in Reading/Writing Communication Skills To Successfully Complete a Degree Program for Integration into the Workforce?
PUB DATE- Aug 91
NOTE- 17p.; Paper presented at the Conference of the National Association for Adults with Special Learning Needs (August, 1991). Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; *Education Work Relationship; *Employment Opportunities; High Risk Students; *Limited English Speaking; *Reading Instruction; *Reading Skills; Teaching Methods; Whole Language Approach

Few jobs with any prospects for advancement are expected to be available to poorly skilled students, especially limited English proficient individuals with insufficient reading skills. The consensus is that continuing to allow a disproportionate number of minority or disadvantaged students to pass through the education system without meeting high standards of achievement means they are likely to end up in dead-end jobs or on welfare. Recent findings from the field suggest that one of the barriers to better programs for underachievers is that educators are skeptical about students struggling with basics being capable of higher order thinking and problem solving. Among the topics examined in this paper are the following: defeatist attitudes for the older poor reader or non-reader; types of approaches to teaching beginning communication (gestures). Finally, the differences found in business correspondence from other countries is examined. Contains 15 references. (GLR)

ED 346 773 HE 025 579

Narveson, Robert D.
Diversity in American Academic Culture: Implications for Reward Structures.
PUB DATE- 23 Apr 92
NOTE- 26p.; Paper presented at the American Educational Research Association Symposium on Rewarding Teaching at Research Universities (San Francisco, CA, April 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Documentation; *Evaluation Methods; Higher Education; Incentives; Personnel Evaluation; Recognition (Achievement); Rewards; Student Evaluation of Teacher Performance; *Teacher Evaluation; *Vocational Evaluation
IDENTIFIERS- American Educational Research Association; *University of Nebraska Lincoln

This paper addresses the problem of how teaching performance should be evaluated and rewarded and examines how a University of Nebraska (Lincoln) Project FIPSE (Fund for the Improvement of Postsecondary Education) has helped to improve the climate for teaching and the processes for recognizing and rewarding excellence. First, the paper examines the sources of diversity that were found at the five colleges involved in the project. The differences described include areas such as department sizes, differences in their missions, and differences in administrative structures and department norms. Discussed next are how, in the face of all the diversity found, appraisal uniformity can be accomplished. Several appraisal practices are compared, and appraisal instruments, the use of student evaluation forms as well as departmental and school evaluation forms, and the appraisal hierarchy that is in place are discussed. Specific conclusions are provided regarding the rationales for appraisal practices, the effects of appraisal practices, and the results of the FIPSE project. A more general conclusion is that the project has demonstrated that when diversity of standards, norms, and values within units is acknowledged and respected, and when units, with administrative encouragement, devise evaluation processes acceptable to their faculties, improvement of both the climate for teaching and the process of evaluation and reward can be achieved. Contains eight references. (GLR)

ED 346 774 HE 025 580

Moust, Jos C.; Schmidt, Henk G.
Undergraduate Students as Tutors: Are They as Effective as Faculty in Conducting Small-Group Tutorials?
PUB DATE- 20 Apr 92
NOTE- 17p.; Paper presented at the American Educational Research Association Symposium on Rewarding Teaching at Research Universities (San Francisco, CA, April 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Comparative Analysis; Evaluation; Higher Education; *Peer Teaching; *Small Group Instruction;

Education; Medical Services; *Medical Students; *Patient
Education; Physician Patient Relationship; *Self Efficacy;
*Student Development

In the context of a move toward physician participation in counseling patients to reduce risk factors and promote healthy lifestyles, a study was done of whether medical students perceive themselves to be self-efficacious in educating patients for health promotion and of how various educational experiences help to develop self-efficacy. The study focused on primary prevention or health promotion which requires physicians to counsel their patients and to attempt to change their behavior. The study used a self-efficacy theory concerned with individuals' beliefs about their capability to perform particular tasks. For the study, 28 students in their fourth year of medical school were randomly selected and interviewed and asked to complete a nine-item "Self-Confidence in Patient Education for Health Promotion" questionnaire. In addition, interviews were held with six faculty members and document and archive review constituted a third source of data. Among results were the following: (1) learning about health promotion was neither systematic nor comprehensive; (2) significant differences existed in the depth and breadth of student experiences in learning about patient education for health promotion; and (3) self-efficacy perceptions varied with patterns of experience. An appendix contains the questionnaire and 50 references are included. (JB)

ED 346 791 HE 025 610

Benjamin, Michael
Developmental Theory as a Guide to Policy and Research: Critique and Reformulation. Student-Environment Study Group. Student Development Monograph Series. Volume 1.
PUB DATE- 86
NOTE- 71p.; For related documents, see HE 025 611-613.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colleges; *College Students; Family Role; Foreign Countries; Higher Education; Individual Development; Institutional Role; Models; *Student Development
IDENTIFIERS- *Developmental Theory

This review offers a theoretical reformulation of student development useful for policy and research and critically assesses four bodies of theory for developmental models addressing the family, the individual, complex organizations, and the interaction between the individual and the environment, respectively. In each category several models are reviewed and critically evaluated with concepts that appeared useful selected out as the basis for an ecological reformulation of student development. Its generic form was that of two boxes, one representing the family, the other representing the university as complex organization, the two linked by students with commitments to both. There follows a three-part explication of this model: (1) a view of the family as complex system whose shaping influence on student development is ongoing; (2) a view of the university as complete system in which relationships between staff define organizational goals which impact student development; and (3) a view of the interaction between students and university which emphasizes student-faculty relations, peer relations, social anchors, family "fit", patterns of demand, emergence through time, and attrition/retention. A conclusion briefly discusses the implications of the model. Included are 4 figures and over 250 completions, faculty and staff, and financing. The glossary includes a list of the IPEDS forms that are coded for quick identification and broken down by four- and two-year public and private, nonprofit/profit institutions. Also noted are on which specific forms some terms appear. (GLR)

ED 346 811 HE 025 631

Adams, J. Q., Ed.; And Others
Multicultural Education: Strategies for Implementation in Colleges and Universities.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- Jun 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Curriculum; *Educational Change; Educational Planning; Educational Resources; *Educational Strategies; Higher Education; Institutional Environment; *Multicultural Education; Teacher Education

This book of 15 author-contributed chapters provides pragmatic illustrations of how to implement multicultural education in college and university courses of study, and presents strategies for both transforming curricula and the training of effective multicultural educators. Section I focuses on instructional strategies for schools that possess diverse student populations. Section II examines teacher preparation programs in effective interaction strategies for culturally diverse classrooms. The third section highlights key issues when establishing a climate for change. Chapters are as follows: "A Review of the Multicultural Education Literature" (Patricia L. Francis); "Using Effective Teaching Strategies in the Multicultural Classroom" (Donald Reyes); "Teaching and Learning with Culturally Diverse Students: A Teacher Preparation Course at a Comprehensive Public University" (Mario Yepes-Baraya); "Teaching about Cultural Diversity: Challenge and Response at a Community College" (Bansrajh Mattai); "Including the Unincluded in Mathematics" (Judith K. Olson and Melfried Olson); "Cooperative Learning in the Culturally Diverse Classroom" (Andrea T. Williams); "Combatting Racism in the Classroom" (James I. Macdonald and Stanley M. Newman); "Maximizing the Use of Comprehensive Assessments in Assessing Racial and Culturally Diverse Undergraduates: Alternative Strategies and Approaches" (Stafford Hood); "Preparing Teachers to be Effective Multicultural Educators" (Barbara S. Penelton); "Native Americans: From Christopher Columbus to Curriculum Integration" (James Fenelon); "Understanding Social Interaction in the Culturally Diverse Classroom" (J. Q. Adams); "Moving Beyond the Plantation: Collaboratively Transforming and Integrating the Curriculum" (Christina Brinkley et al.); "Notes on 'Faculty Development Programs in Support of Multicultural Education'" (Emily C. Wadsworth); "Leadership of the Governing Board and Central Administration: Providing the Policy and Budgetary Framework for Incorporating Multicultural Elements into College and University Curricula" (Carol Everly Floyd and Alfonzo Thurmon); and "Selected Multicultural Education Resources." Appendices include the executive summary of a state (Illinois) report on multicultural education and summaries of multicultural initiatives at Illinois institutions. (DB)

ED 346 812 HE 025 632

computer software applications, distance learning, and video technologies. Chapter 7 discusses the relationship between business and schools and provides examples of recent partnerships forged between the State Education Department and technology corporations. Chapter 8, "Funding for Technology in Instructional Support Services," identifies several current state and federal funding sources for supporting the implementation of technology. Chapter 9, "Profiles: Technology Applications in Instructional Support Services," presents short descriptions of 26 programs in New York State, including the equipment used, staff development, instructional results, funding, and contact persons. A glossary of program terms and acronyms concludes the manual. (DB)

ED 346 830   IR 015 561

Lofstrom, Mark D., Ed.; Wedemeyer, Dan J., Ed.
Regional Interests and Global Issues: The Challenge of Telecommunications Integration for the Pacific. Proceedings of the Annual Conference of the Pacific Telecommunications Council (14th, Honolulu, Hawaii, January 12-15, 1992).
PUB DATE- Jan 92
NOTE- 1,419p.; For session summaries, see IR 015 562; for the 1991 proceedings, see ED 331 472.
LANGUAGE- English
EDRS Price- EDRS Price - MF11/PC57 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications Satellites; Developing Nations; Distance Education; Foreign Countries; Futures (of Society); *Global Approach; *Information Networks; Information Systems; International Cooperation; International Organizations; Public Policy; *Regional Cooperation; *Telecommunications
IDENTIFIERS- *Pacific Region

This volume includes the papers presented at the 1992 conference of the Pacific Telecommunications Council (PTC), which focused on challenges of regional telecommunications integration. The more than 150 papers in this collection represent a wide range of interests, locales, and perspectives. Satellites were of special interest to discussions about regional integration of telecommunications in the Pacific, and many of the papers focus on the world's major communications satellite providers, innovative applications for satellite services, technical explanations of satellite capabilities, and proposals for new satellite networks. Attention is also directed toward mobile communications, which present numerous opportunities for augmenting many nations' limited telecommunications infrastructures and meeting new demands throughout the Pacific region. Policy considerations, the implications of regulatory frameworks, information networks and systems, observations on strategic alliances, and insights on investment and financing were also highlighted. Papers are indexed by paper number, subject, country, and author. Most provide their own abstracts and bibliographies. Thirty papers that arrived too late to be included in the bound proceedings volume have been appended to it. (DB)

ED 346 831   IR 015 562

Lofstrom, Mark D., Ed.
Session Summaries: Annual Conference of the Pacific Telecommunications Council (14th, Honolulu, Hawaii, January 12-15, 1992).
PUB DATE- 91
NOTE- 60p.; For Proceedings volume, see IR 015 561.

American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related paper, see IR 015 635.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Aptitude; Attitude Measures; Cognitive Processes; *Cognitive Style; Computer Software; Data Collection; Equal Facilities; Higher Education; Interaction; *Microcomputers; Predictor Variables; *Qualitative Research; *Research Design; *Sex Differences; Use Studies
IDENTIFIERS- *Computer Attitudes; Computer Users

Researchers of gender differences in computer-related behaviors have reported a confusing picture. When asked which sex is more positive toward computers, more apt at using computers, and more likely to use a computer, one would be best advised to answer "it depends." It depends on what attitudes you are measuring, what skills you are assessing, what the computer is being used for, and what age group you are sampling. This review offers two suggestions to reduce this confusion. The first is to clean up the data so that we can be sure that the results reported are "real" differences. The second is to switch from a more traditional quantitative, construct-based approach to a qualitative, dynamic approach that looks at processes of human-computer interaction. Several examples of the kind of useful theoretical and practical information that can be gleaned from a more process-oriented style are offered. By addressing process, researchers can address and alter the inequities that exist regarding the use of computers. (79 references) (Author)

ED 346 849   IR 015 643

Schrum, Lynne
Information Age Innovations: A Case Study of Online Professional Development.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Course Evaluation; *Distance Education; *Electronic Mail; Graduate Study; Higher Education; *Online Searching; Online Systems; *Professional Continuing Education; Staff Development; *Teleconferencing
IDENTIFIERS- Computer Mediated Communication

An online professional development course, Telecommunications and Information Access, offers educators the opportunity to earn graduate credit, learn about an emerging technological field, and interact using a telecommunication network. This independent study course offered by the University of Oregon and the International Society for Technology in Education is designed to introduce educators to current classroom and personal uses of computer mediated communication (CMC), databases, and distance learning. Offered entirely online, the course uses the information technologies being studied, including electronic mail, computer conferencing, remote database searching, and information about distance education by

test group were then required to sign up for a bibliographic session at the university library, after which a posttest was administered to provide a point of comparison for the two groups. The study achieved its primary objective, i.e., to show the level of library media resource and retrieval skills of incoming freshmen. However, a secondary outcome indicated that a 1.5 hour orientation session was inadequate to make a measurable impact for the test sample, and, in fact, resulted in a slightly lesser score for the test group. The control group gain was statistically insignificant. It is concluded that more effort should be directed toward increasing opportunities for bibliographic instruction at both the high school and academic levels, and additional research should be done in relation to the level of library competency of graduating high school students. Charts of information about library media skills, tables displaying the study data, and the library awareness questionnaire are included. (11 bibliographic endnotes) (BBM)

ED 346 867 IR 054 068

Hysong, Deborah L.
Library Media Programs in Georgia Schools of Excellence: A Comparative Study.
PUB DATE- 92
NOTE- 72p.; Requirement for Degree of Specialist in Education, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Demonstration Programs; Elementary Secondary Education; *Leadership Qualities; *Learning Resources Centers; Library Role; *Library Services; Library Surveys; *Media Specialists; *Qualitative Research; School Libraries
IDENTIFIERS- *Georgia

The purpose of this study was to compare library media programs located in Georgia Schools of Excellence, and determine how they contribute to the overall success of their schools' instructional program. The library media specialists surveyed worked in 195 schools that have been selected as Georgia Schools of Excellence from 1984 to 1991. A three-page questionnaire examined the frequency of: (1) qualitative library media services provided; (2) leadership characteristics displayed by library media specialists; and (3) exemplary activities or services conducted by library media programs that brought them public recognition. Analyses of the data indicated that: (1) a majority of the qualitative services identified in the questionnaire were provided at least occasionally by more than three-fourths of the library media programs; (2) about three-fourths of the library media specialists exhibited most of the leadership characteristics at least periodically; and (3) about half of the respondents indicated they implemented services or engaged in activities that brought recognition to their library media programs. School level and size were shown to significantly affect the frequency with which some of the services or leadership activities were performed. It was concluded that continued progress needs to be made in the areas of nonprint media production and use of computer technology, and that, although library media specialists are active supporters of the instructional program, they need to take a stronger leadership role in curriculum development, activities

Library and Information Services (WHCLIS2) focuses on the role of the library in three major areas addressed by conference presenters: a literate work force; the productivity to compete in the international marketplace in the 21st century; and a populace fully equipped to participate in the democratic process. In addition to introductory remarks by Senators Claiborne Pell and Paul Simon, this report on the hearing contains statements and/or testimony presented by the following witnesses: (1) Charles E. Reid, Prodevco Group, chair of the National Commission on Libraries and Information Science and the 1991 White House Conference; (2) Charles Benton, Public Media, Inc., chairman emeritus of the National Commission on Libraries and Information Science and the 1979 White House Conference; (3) Richard L. Venezky, National Center on Adult Literacy, chairman of the OTA Advisory Panel and Technology; (4) Vinton Cerf, Corporation for National Research Initiatives; (5) Timothy Healy, New York Public Library; (6) James H. Billington, the Librarian of Congress; (7) Thomas Sobol, Commissioner of Education, State of New York; (8) Joan Ress Reeves, White House Conference on Libraries and Information Services Task Force; (9) Patricia Glass Schuman, president, American Library Association; (10) Enrique Luis Ramirez, San Francisco, CA; (11) Robert Wedgeworth, Columbia University Library School; (12) Lotsee Patterson, representing Native Americans; (13) Laurence Reszetar, White House Conference Youth Caucus; (14) Theresa A. Nellans, Pennsylvania Office for the Deaf and Hearing Impaired; (15) Julianna Kimball, Phoenix, AZ; (16) K. Wayne Smith, OCLC; (17) Virginia Gaines Fox, Kentucky Authority for Educational Television; (18) Frederic J. Glazer, West Virginia Library Commission; and (19) Richard T. Miller, State Librarian, Montana. (BBM)

ED 346 885 IR 054 133

Enseignement et recherche: Guide pour le developpement des
PUB DATE- 91
NOTE- 95p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavioral Objectives; *Course Integrated Library Instruction; Curriculum Guides; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Information Seeking; Information Utilization; Learning Activities; *Models; *Research Skills
IDENTIFIERS- *Information Skills; Librarian Teacher Cooperation

Intended for use by both teachers and teacher-librarians, this guide for teaching library and information skills presents a five-step model for the research process: (1) planning the research project; (2) searching for relevant information; (3) selecting and evaluating the information found as it relates to the project; (4) presenting the results; and (5) evaluation of the presentation (or final product), the student's research skills, and the search process. The first of seven chapters provides an overview of the goals of the research and the utilization of research activities. Chapter 2 explains the roles of the student, the teacher, the teacher librarian, and the available resources in developing a research activity. The five stages of the research model are presented in tabular form

IDENTIFIERS- Red Rocks Community College CO

The current accountability process at Red Rocks Community College (RRCC) is based on a computer-managed instruction (CMI) system, containing student outcomes components, test items, student testing and evaluation information, student information, and reports for students, faculty, and administrators. The system was developed following extensive planning, with a grant allowing for the purchase of necessary software. The initial year's activities included the following: (1) identification of essential competencies and student outcomes for each program; (2) validation of the competencies in the work place and with four-year institutions; (3) a curriculum review for each degree and certificate program; (4) establishment of a computerized instruction management system to track student achievement by course and program; (5) development of evaluation criteria for student outcomes; and (6) administration of student and employer satisfaction surveys, resulting in program revision. Two curriculum development specialists, and advisory boards comprised of area employers, assisted the faculty with the development of competencies. Department chairs developed objective-based tests, and a qualified technical supervisor oversaw data collection and management. The system now uses reasonably priced scan forms, which help track over 300 courses and sections with 3,000 students for end-of-semester tracking. The CMI system also manages the creation and administration of objective-based tests created by the CMI office. The next major goal is to implement on-line testing. (JMC)

ED 346 902   JC 920 327

Winter, Carl G.
History of the Junior College Movement in California. Bureau of Junior College Education Release No. 20. Revised.
PUB DATE- 21 Dec 64
NOTE- 43p.; A product of the Bureau of Junior College Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Community Colleges; *Educational Development; *Educational History; *Educational Legislation; Government School Relationship; Postsecondary Education; Public Education; State Boards of Education; State Colleges; State Legislation; State School District Relationship; *Two Year Colleges; Undergraduate Study
IDENTIFIERS- *California

Citing a number of primary and secondary sources, the legislative and developmental history of the junior college movement in California is examined in this 1964 six-part report. First, a brief introduction presents an overview of the movement's major proponents, and of a 1907 law establishing California's first public junior colleges. The next section, "Beginnings of Junior College Education (1907-1917)," focuses on early efforts by high schools to teach post-secondary courses and related questions of state funding. Next, "The Formative Period (1917-1931)," is described, looking at high schools offering post-secondary courses and their 1917 enrollments, the 1917 statute which first introduced the words "junior college courses," the Committee on Education of 1919, the 1921 statute authorizing the creation of junior college districts, the first junior college district, enrollments of the state's 31 junior colleges in 1926-1927, funding under the 1929 session of the legislature, the formation of the California Junior College Association (CJCA) and the American Association of Junior Colleges, and the creation of four-year junior colleges. "The

College, and sponsorship of a related workshop, "The Timber Industry in Transition"; and (3) sponsorship of a statewide vocational education teleconference in conjunction with seven regional workshops on the 1990 Vocational and Applied Technology Education Act. Appendixes include the project report to the CCCAOE Board of Directors; a survey of staff development priority interests/needs; workshop and forum evaluation summaries; specifications for the vocational education teleconference; a teleconference feedback form response summary; and a list of teleconference participants. (JSP)

ED 346 919 JC 920 349

Implementation of Job Placement Services Guidelines.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California Placement Association.
PUB DATE- 92
NOTE- 109p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employment Services; Followup Studies; *Job Placement; Part Time Employment; Program Evaluation; *Program Improvement; Questionnaires; *Student Employment; Student Personnel Services; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- California Community Colleges; *Quality Indicators; Site Visits

The Implementation of Job Placement Services Guidelines Project was designed to strengthen placement programs and services for California community college vocational students, and for all students needing part-time employment to realize their educational goals. The project was designed to test the validity and relevance of quality indicators developed in 1990-91. Site visits with five volunteer colleges and a statewide survey of 107 colleges were used to evaluate the implementation of quality indicators and to identify needed revisions. Survey findings, based on a 61.7% response rate (responses from 71 individuals representing 66 colleges) included the following: (1) while 75% of respondents had reviewed the quality indicators, only 6.7% had utilized them to review their job placement program; (2) the quality indicators considered most relevant for program review by 18 respondents were Commitment/Resources (83%), Activities/Services (61%), and Marketing (50%); (3) 36.7% had a written job placement program plan, and only 15% of those were based on a needs assessment survey; (4) in the area of Commitment/Resources, 78.3% rated their placement center as visible and accessible, and 70% indicated that they had an insufficient budget and lacked qualified staff; (5) in Activities/Services, part-time job listings (100%), full-time job listings (93.3%), and temporary/seasonal job listings (91.7%) were the most frequently cited services; and (6) 85% indicated that their program did not have a marketing plan. Appendixes include lists of advisory committee members, volunteer colleges, and college coordinators; the survey questionnaire and response summary; site visit procedures; and recommended quality indicator revisions. (JSP)

ED 346 920 JC 920 350

Consumer & Home Economics In-Service/Curriculum Development.

of Trustees with 60 recommendations for implementation. The Chairman of the Board established task forces to study the recommendations for each major division of the college. Each task force ranked the recommendations by priority, suggested a general budget for each, then brought the recommendations back to the entire Board in a retreat setting for final discussion. The plan was divided into six major sections: facilities; instructional programs; student development; finance; staff development; and planning. After the retreat, each set of priorities was distributed to the staff and faculty to develop an implementation plan. The implementation plan included specific objectives with timelines, budget, and resources needed. The most controversial part of the plan was the development and expansion of the campus. The consultant's recommendations for expansion included four options: centralized delivery; transformational delivery; expanded delivery; and decentralized delivery. At a later meeting, the Board adopted a compromise "Option E," which included maintaining and expanding the downtown campus, retaining central administration and resources, and responding to off-site educational demand as appropriate. The consultant's report also called for a satellite campus of significant size to be developed, a step currently under consideration. A sample progress checklist is attached. (JMC)

ED 346 936   JC 920 370

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Two-Year Colleges: FY 1991 Peer Groups Sample.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 97p.; For a less detailed report, containing national quartiles, see JC 920 371.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; *Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; *Peer Institutions; Questionnaires; School Personnel; School Statistics; State Norms; Statistical Analysis; Teacher Student Ratio; Trend Analysis; Tuition; *Two Year Colleges; Worksheets

Comparative financial information, derived from two national surveys of 503 public two-year colleges, is presented in this report for fiscal year (FY) 1990-91. The report includes statistics for the national sample and six peer groups, space for colleges to compare their institutional statistics with national and peer groups, and tables, bar graphs, and pie charts. The nine sections of the report focus on: (1) an introduction to the background, objectives, and national sample of the financial study, including information on ordering reports, obtaining specialized data analyses, and responding to and using the report; (2) limitations of the study and explanations of study methods, including a section that attempts to dispel the myth of the "typical college," explanations of calculations, and definitions; (3) participation by state and region; (4) guidelines for developing comparative analyses; (5) information on median

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Disabilities; Early Childhood Education; Intervention; *Kindergarten Children; Lesson Plans; *Peer Acceptance; Preschool Children; *Program Effectiveness; Sex Differences; *Simulation; *Student Attitudes; Student Improvement
IDENTIFIERS- *Normal Children

The relation between simulation activities and the attitudes of preschoolers without handicaps toward handicapped peers was examined. For 7 weeks, simulation activities were conducted once a week for 45 minutes with 13 nursery school/kindergarten students assigned to an experimental group. Subjects were asked to name three name-calling adjectives that made them feel sad when they heard them used by another person and three such adjectives that made them feel happy. Subjects were also asked to: (1) state three ways that they were similar to their peers and three ways they were different; (2) draw a picture of an activity they could do with a handicapped peer; (3) describe two alternatives to verbal communication; (4) name three activities in which they could engage with a physically handicapped peer; (5) name three devices that would aid a visually impaired peer; and (6) describe three characteristics of a mentally disabled peer that were common or similar to their own characteristics. Data were collected on a pre- and post-test measure from children in experimental and control groups. A significant difference between the two groups was found. Males in the experimental group indicated that they would choose to interact less frequently with handicapped peers than did females. Posttest results indicated positive gains in individual acceptance for both males and females. Lesson plans are appended. (Author/RH)

ED 346 954 PS 020 285

Wallach, Lorraine B.
Helping Children Cope with the Consequences of Violence.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Denver, CO, November 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Crime; Dramatic Play; *Elementary School Students; Elementary Secondary Education; *Emotional Response; *Inner City; Learning Problems; Play; *Preschool Children; Preschool Education; *Secondary School Students; Socialization; Social Support Groups; *Violence
IDENTIFIERS- *Adult Child Relationship; Guilt; Regressive Behavior; Story Telling by Children

The first part of this paper on the developmental consequences of children's exposure to chronic violence provides background information on the problem of violence. Developmental consequences of exposure to domestic and community violence for children at various developmental levels are briefly outlined. Consequences for children include: (1) mis-socialization into the use of violence; (2) impaired learning ability; (3) feelings of guilt and worthlessness; (4) inability to see a hopeful future; (5) helplessness; and (6) regression to earlier developmental stages. Factors that might protect children from the consequences of violence include the child's temperament;

interrupted school attendance; and illiteracy. Section 4 suggests that aspects of the home environment and school experience explain the poor school performance of children from low-income families. Section 5 profiles intervention programs that attempt to redress the problems experienced by poor children in school. These programs include: (1) school-based, and combined school- and home-based, interventions; (2) compensatory education in preschool and elementary grades; and (3) interventions that address literacy, school-to-work transition, and the situation of school dropouts. Several authors' opinions on equality of educational opportunity are presented in Section 6. Conclusions are listed in Section 7. Appended materials include a series of tables presenting data on poverty in Canada; a 44-item reference list; and the Canadian Teachers' Federation's policy on children and poverty. (BC)

ED 346 972 PS 020 584

Holmes, Tony
Indigenous Bilingual EC Programmes in Aotearoa, Wales and the U.S.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Acculturation; *Bilingual Education Programs; Early Childhood Education; *Educational Policy; Foreign Countries; Indigenous Populations; *Language Acquisition; *Multicultural Education; Reservation American Indians; *Second Language Learning; Young Children
IDENTIFIERS- Cultural Preservation; *Maori (Language); Maori (People); *New Zealand (Aotearoa); United States; Wales

This paper examines bilingual early childhood programs in Aotearoa, New Zealand, in Wales, and among the indigenous people of the United States. The first section of the paper describes bicultural programs as programs that promote an acknowledgement of the ways people of each culture live, communicate with one another, and understand their world. A bilingual program is a bicultural program that involves the learning of a minority language. The advantages of bilingual programs in Aotearoa, New Zealand include fostering the Maori people's access to their language and culture, providing individual and societal enrichment, and promoting enhanced academic achievement. The second section of the document outlines the history of Maori educational initiatives. Research that exposes nonegalitarian practices in New Zealand educational policy is cited and Maori attempts to achieve autonomous control over their educational development are described. The third section contains observations on programs within American Indian reservations and in Wales. Only on the Crow reservation around Pryor, Montana, had a program successfully brought about widespread use of the native language. In contrast, Welsh control over educational resources has enabled full implementation of bilingual policies in community schools. The fourth section of the document applies lessons learned from studying American and Welsh bilingual programs to the development of bilingual programs in Aotearoa. A 41-item bibliography is provided. (BC)

ED 346 973 PS 020 587

Amundson, Kristen

Scales, Peter C.
A Portrait of Young Adolescents in the 1990s: Implications for Promoting Healthy Growth and Development.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; Child Welfare; Human Services; Intervention; Middle Schools; *Policy Formation; *Preadolescents; Public Policy; Quality of Life; Secondary Education; *Social Problems; *Youth Opportunities; Youth Problems; Youth Programs
IDENTIFIERS- Early Adolescents

Designed to promote the creation of programs and policies that meet the needs of young adolescents, this report considers trends and forces affecting children between the ages of 10 and 15 and offers recommendations for drawing out adolescents' positive possibilities. Section 1 acknowledges trends that point to an increasing number of at-risk young adolescents and discusses the growing interest in this group. Section 2 begins with a discussion of the negative impressions of young adolescents fostered by popular depictions of widespread school failure, juvenile delinquency, adolescent pregnancy, and other problems. Discussion then turns to developmental characteristics and needs of young adolescents. Section 3 examines trends and forces likely to affect the lives of young adolescents during the 1990s; these concern: (1) homelessness among children, children in foster or institutional care, and immigrants and refugees; (2) adolescents' health status and social health in the areas of mortality, crime and victimization, sexual activity, pregnancy, sexually transmitted diseases, substance abuse, health-promoting behaviors, labor force participation, and poverty; (3) family change and economic status; (4) education and schooling; and (5) adolescents' experience of community. In Section 4, an analysis of selected policy reports is provided, followed by an argument for a positive policy and program agenda. The section concludes with recommendations concerning overall planning, the reduction of poverty, availability of family supports, improved schooling for the middle grades, promotion of mental and physical health, and opportunities for service. In a summary, Section 5 briefly addresses the need for developing the complex strategies and making the public and private choices that will prepare young adolescents for success. (AC)

ED 346 991 PS 020 660

Matthews, Maree
Play and Education in Hospital: Getting Your Act Together.
PUB DATE- Sep 91
NOTE- 19p.; Paper presented at the Early Childhood Conference (5th, Dunedin, New Zealand, September 8-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Welfare; Elementary Secondary Education; Foreign Countries; *Hospitalized Children; *Hospital Personnel; *Hospital Schools; *Play; Play Therapy; Preschool Education; Program Descriptions; Recreational Activities

PUB DATE- 89
NOTE- 222p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs
(132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Canada Natives;
*Cultural Education; Curriculum Development; *Educational
Opportunities; Elementary Secondary Education; Foreign
Countries; Preschool Education; Program Descriptions;
*Supplementary Education
IDENTIFIERS- *British Columbia; Indian Education Program BC

This catalog describes 263 Indian education projects in British Columbia schools from kindergarten through grade 12. The information was gathered from previous editions of the survey supplemented by the responses of coordinators of projects, including projects in provincial, Indian Band, federal, private, and parochial schools. Indian education projects in British Columbia fall under the following categories: (1) Native language development and implementation; (2) Native Indian curriculum development and implementation; (3) Native Indian para-professional workers program; (4) Native Indian alternative programs; and (5) Native Indian preventative programs designed to strengthen academic skills. This survey provides school districts and other institutions with important information for decisions concerning programming and implementing Indian education projects. Project descriptions are grouped according to the major Indian language or culture areas, including Athapaskan, Bella Coola, Coast Salish, Haida, Interior Salish, Kootenay, Kwakiutl, Nuu-Chah-Nulth, and Tsimshian. A miscellaneous section provides information about programs operated by the Ministry of Education and other institutions. Projects within each area are listed alphabetically by community. Keywords are assigned to summarize the major components of each project and a listing of keywords is included. For each project a contact person for further information is provided. The handbook also describes the role of the Ministry of Education in implementing Indian education projects and other institutions that provide such programs. The appendices include general descriptions of the home school coordinator program and the Native Home School Counsellors Association. An index of keywords is also provided. (LP)

ED 347 010 RC 018 634

Malo, Eve; Bullard, Julie
Montana Kindergarten Handbook: Self Concept through
Developmentally Appropriate Practices. 1991 Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 198p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Class Activities; Cognitive
Style; *Curriculum Development; Curriculum Guides;
Developmental Tasks; *Kindergarten; Kindergarten Children;
*Learning Experience; Parent Participation; Preschool Teachers;
Primary Education; Program Development; Rural Education; *Self
Concept
IDENTIFIERS- *Montana

This handbook was developed to assist educators and parents in questions. Results of the study indicate that Hispanics and Native Americans scored higher on the involuntary dimensions of alienation (personal incapacity and guidelessness), whereas Anglos scored higher on voluntary alienation (cultural estrangement). There were also significant effects found for sex, grade point average, support at school, pressure at school, and interactions between sex and support at school and between ethnicity and pressure at school. This study offers suggestions for schools to help alleviate the alienated feelings of students. Recommendations for future research also are included. (LP)

ED 347 028 RC 018 719

Amending the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.). United States Senate, 102d Congress 1st Session. Report from the Select Committee on Indian Affairs To Accompany S.1287.
PUB DATE- 1 Nov 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; *Tribal Sovereignty; Tribes
IDENTIFIERS- Congress 102nd; *Indian Self Determination Education Assistance Act; *Tribal Government

This report was submitted in support of an amendment to the Indian Self-Determination and Education Assistance Act (ISDEAA) that will extend and expand the Self-Governance Demonstration Project. In late 1987, several Congressional committees investigated allegations of fraud and mismanagement in the administration of federal Indian programs. In response to charges of paternalism and ineffective bureaucracy, the Department of the Interior (without tribal consultation) proposed legislation to authorize block grant funding to tribes in return for a waiver of the federal trust responsibility. Several tribes proposed an alternative, the Self-Governance Demonstration Project, which became Title III of ISDEAA, and which reaffirmed the federal government's trust responsibility. Under the project, 20 participating tribes choose which Bureau of Indian Affairs (BIA) programs and activities they wish to administer themselves and receive the equivalent federal funds directly. The tribes are still eligible for direct services from programs they do not choose to manage. Funds from the Tribally Controlled Community College Assistance Act and Indian School Equalization formula cannot be included in the project. Since 1987, almost all progress in the project has been produced by participating tribes, with no support or cooperation from the BIA. Amendments to the project would extend it through 1996, expand the number of authorized participants to 30 tribes and Alaska village consortiums, increase funding, and make certain technical changes. A section-by-section analysis of the legislation is included. (SV)

ED 347 029 RC 018 720

Nature Education in the Urban Environment. Proceedings of the Forum (New York, New York, May 1991).
SPONS. AGENCY- New York Times Foundation, N.Y.
PUB DATE- 91
NOTE- 42p.

deal primarily in Alaskan applications of science topics. Ten classroom teachers in districts representing many regions of the state took part in the pilot, beginning with over 100 primarily migrant students. Students and instructors used audioconferences and the University of Alaska Computer Network (UACN) electronic mail service for distance delivery of this course and coordination of this pilot. This pilot investigated three basic questions: (1) Is the revised print-based curriculum format, reading level, and style appropriate for Alaskan migrant students? (2) Does the addition of audio, video, computer, and/or other technological-based lessons enhance learning in migrant students? (3) Do the use of electronic mail and/or other distance delivery mechanisms contribute motivation, student-teacher communication, learning, and the completion rate of science units? Results of this study indicate that electronic mail is a useful classroom tool, increasing student communication skills, motivating and providing incentive for student study, and enriching student knowledge of computer capabilities. The text workbooks wre very well received, and the reading level was appropriate for the majority of students. Students and teachers alike enjoyed the Alaskan perspective and the independent nature of the lessons. The number of units students were able to complete varied from one to five, depending on the activities at the pilot site. The videotaped lessons enhanced instruction and student retention of concepts. Audioconferences were well attended and provided an excellent forum for training and coordination as well as discussion of progress and problems. (Author/KR)

ED 347 047   SE 051 988

Barkman, Robert C.
Coaching Science Stars. Pep Talk and Play Book for Real-World Problem Solving.
PUB DATE- 91
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Learning Motivation; *Science Curriculum; Science Education; *Student Motivation; *Teaching Methods

This manual adapts the pedagogy used on the playing field, the studio, and the stage to the classroom. This method, called "Pep Talk," encourages teachers to: (1) create a need to know; (2) challenge students to know; (3) show how to know; (4) apply know-how; and (5) know how to inspire cooperation. Pep talk is the method coaches use when they cheer their players to step up to the plate and swing at the ball, to play by the game plan, and to practice, practice, practice! Putting "Pep Talk" into action in the science classroom will: (1) involve students in doing science; (2) encourage students to risk developing their own ideas; (3) create a "can-do" attitude; (4) show the significance of science to daily life; and (5) communicate that it's okay to have fun. This philosophy is a backbone of a program called Real-World Science, which uses the type of curriculum found in this book. Real-World Science as founded in 1984 as a summer enrichment program for the purpose of building research, computer facilities, and new institutes have benefited from increased resources, some of these areas are still undersupported by the standards of other sciences. And in the area of research support for individual investigators, almost no progress has been made. A critical storage of qualified mathematical sciences researchers still looms, held at bay for the moment by a large influx of foreign researchers, an uncertain solution in the longer term. While government has responded substantially to the 1984 Report's recommendations, particularly in the support of infrastructure, the universities generally have not, so that the academic foundations of the mathematical sciences research enterprise are as shaky now as in 1984. The greatet progress has been made in the mathematics sciences community, whose members have shown a growing awareness of the problems confronting their discipline and increased interest in dealing with the problems, particularly in regard to communication with the public and government agencies and involvement in education. (AA)

ED 347 064 SE 052 135

Nakhleh, Mary B.; Krajcik, Joseph S.
The Use of Videotape To Analyze the Correspondence between the Verbal Commentary of Students and Their Actions When Using Different Levels of Instrumentation during Laboratory Activities.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Chemistry; Cognitive Development; *Cognitive Processes; Cognitive Structures; Concept Formation; Graphs; Learning Processes; Manipulative Materials; Memory; Problem Solving; Process Education; Qualitative Research; Science Activities; Science Education; *Science Laboratories; Secondary Education; *Secondary School Science; *Thinking Skills; *Videotape Recordings
IDENTIFIERS- *Microcomputer Based Science Laboratories

This paper discussed the use of structured observations as a research strategy in two recently completed studies that investigated students thought processes and behaviors in a microcomputer-based laboratory (MBL) environment and in other instrument-based laboratory environments. In the first study, students' behaviors and thought processes were investigated as they performed an acid-based neutralization. Eight students were divided into two groups and performed the same tasks but used different instruments. In the second study, students thought processes were investigated as they performed a series of acid-base titrations using either a microcomputer-interfaced pH probe, a stand alone pH meter, or a chemical indicator to detect changes in the pH of the chemical system. Fifteen students were divided among the groups. In both studies, the students were encouraged to think aloud as they were videotaped performing laboratory activities, and were sometimes asked to clarify and explain their expressed thoughts. The videotapes were then analyzed to determine how well the students' actions corresponded to their self-reported thought-processes. Structured observations recorded provide data about how students interact both with the instrumentation of the treatment and with the cognitive tasks of the treatment.

collaborative exploration and expression, and provided teachers with a tool for class presentations and informal assessment. (Author)

ED 347 081 SE 052 822

Lapointe, Archie E.; And Others
Learning Mathematics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Feb 92
NOTE- 163p.; Supplementary funds provided by the Carnegie Corporation of New York.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Classroom Environment; Comparative Analysis; Elementary Education; Family Environment; Foreign Countries; Homework; International Education; International Programs; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Student Attitudes; Student Behavior; *Student Characteristics; *Student Evaluation; Surveys; Teaching Methods; Television Viewing
IDENTIFIERS- *International Assessment of Educational Progress

In 1990-91, 20 countries (Brazil, Canada, China, England, France, Hungary, Ireland, Israel, Italy, Jordan, Korea, Mozambique, Portugal, Scotland, Slovenia, Soviet Union, Spain, Switzerland, Taiwan, and the United States) surveyed the mathematics and science performance of 13-year-old students (and 14 countries also assessed 9-year-olds in the same subjects) as part of the second International Assessment of Educational Progress (IAEP) Project. While recognizing the fundamental differences from country to country, the participants assembled tests that focus on the common elements of their curriculums, and in order to form the contexts for interpreting the student achievement data, they added sets of questions about students' home background and classroom experiences and the characteristics of the schools they attended. Results are reported in six chapters that discuss the following: (1) the mathematics performance of 13-year-olds; (2) results organized around topics featured in the curriculum; (3) results reporting students' and administrators' perceptions of teaching practices and their relationship to student performance; (4) information about the backgrounds of students and how they spend their time outside of school; (5) information about physical, demographic, and socioeconomic characteristics and the educational systems of the participating countries; and (6) the mathematics performance of 9-year-olds. Other sections present highlights of the findings discussed in detail in the main chapters, information about the participating countries, a procedural appendix discussing the research methods used by the countries, and a data appendix providing tables of results reported in the main chapters. (MDH)

ED 347 082 SE 052 831

Protect Their Eyes: An Eye Safety Guide for the Classroom.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Nov 81
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - General (130)

PUB TYPE- Historical Materials (060)
DESCRIPTORS- American Indians; *Art Education; *Art Teachers; *Females; Folk Culture; Foreign Countries; Interviews; Primary Sources; *Sex Role; *Sex Stereotypes; *Womens Studies
IDENTIFIERS- Borneo; Cole (Natalie Robinson); Ellsworth (Maud); Freyberger (Ruth); Halvorsen (Ruth Elise); Hollingworth (Leta Stetter); Huntoon (Mary); India; Indonesia; Pearson (Adelaide); Prang (Mary Dana Hicks); Rouse (Mary Jane)

In this monograph, the story of achievements and struggles of a number of women art educators from the past, in both formal and informal educational settings, is documented. There are two recurring themes in this collection of 14 essays: (1) a focus on individual educators in more traditional academic settings, and (2) the role of woman folk artists or traditional women craft artists in their native cultures. "Mary Jane Rouse: Portrait of a Dynamic Art Educator" (E. Neal) outlines the career of a dedicated teacher and a powerful administrator. "Mary Dana Hicks Prang: a Pioneer in American Art Education" (M. Stankiewicz) recounts Prang's development as an art educator who helped to popularize art and oversaw the growth of the Prang Educational Company. "Adelaide Pearson of Blue Hill, Maine" (A. Dzamba) presents the life of an art teacher and social reformer whose life was shaped by the Progressive Era at the beginning of the twentieth century. "To Test All Things: The Life and Work of Leta Stetter Hollingsworth" (E. Zimmerman) presents information about a pioneer psychologist and educator who wrote about the relationship between intelligence and art talent. "Mary Huntoon: Artist, Teacher, and Therapist" (S. Hagaman) outlines the background of an artist, art educator and administrator, and one of the first U.S. art therapists. "Natalie Robinson Cole: The American Cizek?" (P. Smith) compares the teaching philosophy and techniques of Cole with the Austrian educator Franz Cizek. "Maud Ellsworth: Art Educator and Master Teacher (L. Salkind) details the career of Ellsworth, the chair of the art education department at the University of Kansas and a leader in the art education movement in the Midwest and the nation. "Ruth Elise Halvorsen: An Advocate of Art for All" (A. Gregory) is an interview with Halvorsen, the second woman to be president of the National Art Education Association. "Lowenfeld's First Graduate Student: Ruth Freyberger" (M. Majewski) discusses, through an interview, the career of Freyberger from her early school days to appointment as Professor Emerita at Illinois State University. "Julia B. Schwartz: Mathematician-Turned-Art Educator" (L. Bradley) chronicles the career of a national leader in art education. The volume concludes with "Women Folk Artists as Educators" (K. Congdon) and "The Changing Role of Native American Women as Teachers of Art" (L. Zastrow). (PPB)

ED 347 100 SO 021 475

Stone, Lynda
Meanings and Reflective Teaching.
PUB DATE- 89
NOTE- 40p.; This paper has been substantially rewritten and appears as a chapter in E. W. Ross, J. Cornett, and G. McCutcheon (Editors). "Teacher Personal Theorizing: Connecting Curriculum Practice, Theory, and Research." Albany: State University of New York Press, 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Cultural

simulation. The ideas put forth are not meant to provide an immediate alternative to multiple choice testing in the social studies, but rather represent a starting point by defining what is meant by complexity of cognitive structures with respect to economic and political systems. A list of references is included, as are several figures depicting the schemata of student research subjects. (DB)

ED 347 121 SO 030 483

Bjerstedt, Ake, Ed.
Introducing the PEC Network: Mailing Addresses of the Peace Education Commission. Peace Education Miniprints No. 1.
PUB DATE- Oct 90
NOTE- 32p.; For a related document, see SO 030 484.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Global Approach; International Cooperation; International Education; *International Educational Exchange; *International Organizations; *Peace; *World Affairs
IDENTIFIERS- *Peace Education

The Peace Education Commission (PEC) was established to facilitate international cooperation among individuals interested in peace education and research related to the field. The major ambition of PEC is to serve as a useful network for transnational information and support in the peace education area. This document gives current mailing addresses for a core group of PEC members. (DB)

ED 347 122 SO 030 484

Bjerstedt, Ake, Ed.
Peace Education: Basic Books--Recent Publications. Peace Education Miniprints, No. 7.
PUB DATE- Oct 90
NOTE- 13p.; For a related document, see SO 030 483.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Elementary Secondary Education; Foreign Countries; Global Approach; *International Education; International Educational Exchange; *Peace
IDENTIFIERS- *Peace Education

This publication presents an annotated bibliography of some recent publications in the area of peace education. The document features seven volumes identified as seminal works in the field. In addition, six doctoral dissertations, four journal articles, and 16 additional sources for publications are described. (DB)

ED 347 123 SP 033 462

Kleinfeld, Judith
Wrestling with the Angel: What Student Teachers Learn from Writing Cases.
PUB DATE- Apr 91
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

ED 347 141 SP 033 894

Key, Nancy
Research and Methodologies for Whole-Brained Integration at the Secondary Level.
PUB DATE- Sep 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Brain Hemisphere Functions; *Class Activities; Classroom Research; *Cognitive Style; High Schools; History Instruction; *Teaching Methods; Thinking Skills
IDENTIFIERS- Teacher Researchers

A high school teacher of history and U.S. Government discusses: the theoretical basis for promoting whole-brained thinking among her students; classroom research she conducted to determine the brain dominance of her students; results of implementation of activities designed to develop more whole-brained thinking in her students; and practical methodologies for teachers who want to implement a program to encourage the development of whole-brained thinking skills. Findings indicated that while activities that promote whole-brained thinking mostly promoted greater left-brained dominance in right-brained students in order to enhance their academic achievement, the activities benefitted high achievers also by helping them to relax and become more open to nonacademic pursuits. Fifteen "Methodologies for Promoting Left-brained Dominance in the Classroom" are given, as well as 13 "Methodologies for Pushing Right-brained Dominance in the Classroom." Brief descriptions are given of lessons which incorporate strategies that elicit right- or left-brained thinking from students. This classroom research served to not only facilitate instructional decisions by the teacher but also to provide students with skills that could be transferred to everyday life. (IAH)

ED 347 142 SP 033 898

Sagmiller, Kay; Gehrke, Nathalie
An Historical-Ethnographic Study of an Emerging Professional Development School.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College School Cooperation; *Educational Change; Excellence in Education; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; *Resistance to Change; *School Restructuring; *Teacher Participation; Teacher Role
IDENTIFIERS- *Professional Development Schools; Puget Sound Professional Development Center WA

Amherst Middle School (Sherwood, Washington) has been undergoing a change process initiated by a small group of teachers who began an investigation into excellence in middle school education. An outcome has been that Amherst became a Puget discipline components appeared to be weak; (6) only 24 percent of students indicated a desire to return to the magnet school the following year; and (7) achievement outcomes showed drastic declines on math subtests. Eleven tables and figures supplement the narrative regarding enrollment, perceptions, and achievement. The student contract is appended. (LB)

ED 346 715 FL 020 404

Clay, Phyllis L.
Central Foreign Language Magnet Middle School: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 58p.; For other evaluation reports, see FL 020 401-408 and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Enrollment; *French; *German; Immersion Programs; Interdisciplinary Approach; *Magnet Schools; Middle Schools; Participant Satisfaction; Program Evaluation; Program Implementation; Public Schools; School Desegregation; *Second Language Programs; *Spanish; Student Attitudes; Summative Evaluation; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO

A summative evaluation is presented of the 3 years of implementation of the Central Foreign Language Magnet School in Kansas City, Missouri. Two types of instruction are featured: language-only instruction and partial immersion instruction. All students in the program had daily language classes. The language-only students had their core courses infused with the foreign language theme, but they were taught in English. Students in the partial immersion program also attended science, math, and/or social studies classes taught by teachers who spoke the target language of the student's magnet enrollment. In the second year of the program, scheduling difficulties required that all sixth graders be placed in the partial immersion program, as well as seventh grade French and German students. Seventh grade Spanish students and all eighth grade students were placed in a language-only program. During the second implementation year only, interdisciplinary classes were held with art, home economics, music, and physical education teachers who worked with students in the three languages. The program is evaluated in terms of enrollment goals, implementation, perceptions about and attitudes towards the program, and levels of student achievement. Findings are reported regarding staffing, student placement, scheduling, and types and levels of instruction. Twenty-seven tables and figures supplement the narrative regarding enrollment, perceptions, and achievement. (LB)

ED 346 716 FL 020 405

Clay, Phyllis L.
Achievement and Enrollment Evaluation of the Original Elementary Foreign Language Elementary Schools: 1990-1991.
PUB DATE- Aug 91
NOTE- 41p.; For other evaluation reports, see FL 020 401-408 and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

proficiency, one based on a series of articles in a monthly German business journal, and the other comprised of a series of connected cases that are related to the steps necessary to set up a new company. Among the topics covered in the cases are the following: flexible working time; changes in corporate culture; corporate takeovers; global management; product development; sales and distribution; personnel planning and hiring. It is concluded that the case study materials are an ideal way to introduce business and management topics and vocabulary, to facilitate speaking and interaction in class, and to provide interesting readings and points of discussion. (LB)

ED 346 736 FL 020 458

Wilhelm, Ronald W.
Columbus's Legacy, Conquest or Invasion? A Guatemalan Example of Counterhegemonic Teacher Practice and Curriculum.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Ethnic Groups; Foreign Countries; Indigenous Populations; *Mayan Languages; *Public Policy; Racial Relations; School Role; *Spanish; Teacher Role; Textbook Content
IDENTIFIERS- *Guatemala; *Maya (People)

Evidence is presented that demonstrates the projection in some school settings of nuanced interpretations of the historical events and meanings related to 1492 and to the subsequent Spanish settlement of the Americas. In particular, the Maya language-Spanish language bilingual curriculum (Programa Nacional de Educacion Bilingue, PRONEBI) and Maya teachers in Guatemalan public elementary schools question traditional interpretations of Spanish-indigenous interactions and promote new symbols and images to Guatemala's Maya school children. An analysis of the emancipatory potential of these efforts is presented in this paper. An attempt is made to broaden the constructs of resistance and counterhegemonic practices to include the role of school and interethnic relations. This report presents and analyzes findings of research on teacher practice and textbook content in which the traditional justification for existing interethnic relationships and power domains in Guatemala are questioned. The discussion focuses on teacher practice and curriculum in two schools that participate in the Ministry of Education's PRONEBI program. Although 21 different Maya languages are spoken in Guatemala, the PRONEBI program encompasses only the 4 most widely spoken Maya languages and involves only approximately 20 percent of the Maya school population. The two schools discussed are located in the third largest Maya language region inhabited by more than 350,000 Kaqchikel speakers. Basically, a content with counterhegemonic potential replaced traditional content: that is, Spanish "invasion" of a flourishing Maya culture replaced Spanish "conquest" with its attendant images of cultural superiority; however, the learning process remained unchanged and, therefore, the emancipatory potential of the curriculum was weakened. This Guatemalan dilemma raises a problematic question that merits further study beyond the Guatemalan case: To what extent can students who learn potentially emancipatory content through nonemancipatory methodology use their knowledge reading; opposing arguments about teaching methods; inherent problems with low-level reading skill instruction; mental processes that occur while reading; profiles of at-risk adult students; the underdeveloped basic skill of listening and speaking; the failure of traditional methods of teaching beginning reading to adult at-risk students; and the link between higher literacy skills, college programs, and jobs. (LB) Adjunct ERIC Clearinghouse on Literacy Education

ED 346 756 FL 800 515

Sperazi, Laura; Astrein, Bruce
Workplace Education Initiative: Year Two Observations.
PUB DATE- Jul 88
NOTE- 31p.; Best copy available. For a related document, see FL 800 517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Basic Skills; *Business; Cooperative Planning; *Cooperative Programs; *Employees; Industrial Training; Organizational Effectiveness; Program Evaluation; Skill Development; State Programs
IDENTIFIERS- *Massachusetts; *Workplace Literacy

Site visits to 17 workplace education projects funded in the second year of the Massachusetts Workplace Education Initiative are reported for year 1 and year 2 projects. The year one projects are as follows: EASCO Handtool Company (Springfield), T.J. Maxx Distribution Center (Worcester), laundry workers (Boston/Lynn), AT&T (Lawrence), and Columbia Cable (New Bedford). The year two projects include United Electric Controls (Watertown), Filene's Distribution Center (Natick), nursing homes (Norwood/Marlboro), Boston City/University hospitals (Boston), Mercy Hospital (Springfield), Marriott Hotel (Burlington), City of Worcester employees (Worcester), Sewell Plastics (Leominster), Franklin Hampshire/Wesco Electric and Erving Paper (Greenfield), University of Massachusetts (Amherst), and Franklin Sports (Brockton). The projects are evaluated in terms of the following: program organization; educational component; partnership; and program outcomes and continuation, including institutional change. Recommendations include: (1) the state should organize an orientation to promote greater cooperation and cross-program fertilization; (2) specialized training and technical assistance should be developed for at least one supervisor per program; (3) local partners should design and implement an inventory of community resources; (4) programs should develop a specific strategy and/or tool for a traveling library; (5) programs should assemble a booklet of promising practices, models, etc.; and (6) states should compile lists of exemplary support services. (LB) Adjunct ERIC Clearinghouse on Literacy Education

ED 346 757 FL 800 517

Astrein, Bruce; And Others
Workplace Education Initiative: Case Studies and Observations.
PUB DATE- Feb 87
NOTE- 45p.; For a related document, see FL 800 515.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; *Business; Computer Literacy; Cooperative Planning; *Cooperative Programs; *Employees; *English (Second Language);

Student Improvement; *Teacher Effectiveness; *Tutoring; Undergraduate Study
IDENTIFIERS- American Educational Research Association

This paper presents a study that investigated academic achievement of students (total n=407) guided by student tutors compared with students guided by faculty tutors at the Law School of the University of Limburg, the Netherlands. Two methods of assessing students' achievement on end-of-course examinations were used: expert judgements and propositional analysis. Academic achievement was measured using short-essay questions. Results of both methods used indicated that no differences in achievement occurred. Students guided by student tutors performed as well as students guided by staff tutors. Several explanations are proposed for these results. Among them are: (1) the possibility that the students guided by student tutors spend more time on self-study to compensate for their tutors' lack of expertise, or (2) that the staff tutors perhaps allow students less time and freedom for discussing the subjects in their tutorial groups. Contains 15 references and an appendix containing an example of an essay question for the course, "Unlawful Behavior." (GLR)

ED 346 775 HE 025 593

Instructional Locations away from the Main Campus, State University of New York: Fall 1991. Report No. 16-92.
PUB DATE- May 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; Community Colleges; Comparative Analysis; *Extension Education; *Geographic Location; *Higher Education; *Off Campus Facilities; Outreach Programs; *School Location; *State Universities; Statistical Analysis; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *State University of New York

Comprehensive information about instructional locations away from the main campuses of the State University of New York (SUNY) is presented in this report, which consists of five statistical tables and three appendixes. The tables, based on fall 1991 data, include: (1) summary data on the 521 instructional locations away from main campuses; (2) detailed information on each off-campus location; (3) information on characteristics of instructional locations away from the main campus that offer complete academic programs; (4) information on locations not offering a complete academic program but offering at least 15 courses for credit or having more than 350 registrations; and (5)information on instructional locations away from the main campus not offering a complete academic program and offering no more than 15 courses for credit and having no more than 350 registrations. Of particular interest are the findings that suggest that the off-campus locations are fulfilling the mission of community institutions and are serving the citizens of the sponsoring locations. Appendixes contain a map of the state university institutions, dates of establishment of SUNY institutions and a publications list. (JB)

ED 346 776 HE 025 594

Utilization of Residence Hall Facilities, Fall 1991. With Trends from Fall 1982. Report No. 9-92.
PUB DATE- May 92

references. (JB)

ED 346 792 HE 025 611

Benjamin, Michael
Student Development and Family Systems: Critical Review and Implications for Theory and Practice. Student-Environment Study Group. Student Development Monograph Series, Volume 2.
PUB DATE- 88
NOTE- 94p.; For related documents, see HE 025 610-613.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Attendance; Colleges; *College Students; Cultural Influences; Family Characteristics; *Family Influence; Family Role; Foreign Countries; Graduation; Higher Education; Individual Development; Literature Reviews; Models; Parent Influence; Sex Differences; *Student Development
IDENTIFIERS- *Developmental Theory

In response to a gap in the literature on student development with respect to the role of the family, and anecdotal evidence that the family's influence on the college student's development is profound, a review of the relevant literature on higher education, social psychology, psychiatry, sociology of the family, and family therapy was undertaken. The review is organized in terms of entry, attendance, and post-graduation with review of the studies in each are guided by six systemic assumptions that emphasize the dynamic, reciprocal character of adolescent-family relations. The following four themes gained prominance in the process of the monograph: (1) developmental influences are not limited to the university campus but extend to include the role of parents and siblings; (2) university entry is not universally accessible but mediated by a range of class-related variables, chief among them parental attitudes, values and expectations; (3) variation in parental socialization practices help account for systematic gender differences with cross-sex and same-sex parent-adolescent relations relevant to divergent dimensions of student behavior; and (4) various forms of social pathology among university students can frequently be traced to ongoing patterns of dysfunctional family interaction. Included are over 175 references and a supplementary bibliography of nearly 200 references. (JB)

ED 346 793 HE 025 612

Benjamin, Michael
Residence Life Systems and Student Development: A Critical Review and Reformulation. Student-Environment Study Group. Student Development Monograph Series, Volume 3.
PUB DATE- 88
NOTE- 144p.; For related documents, see HE 025 610-613.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Housing; Colleges; *College Students; Corridors; *Dormitories; Family Influence; Family Role; Foreign Countries; *Group Experience; Higher Education; Individual Development; Literature Reviews; Models; On Campus Students; Sex Differences; Social Development; *Student Development; Student School Relationship
IDENTIFIERS- *Developmental Theory

This monograph presents a review of the literature on college residence life organized around an ecosystemic model and

Roodt, Joan, Comp.; And Others
Financial Assistance for Study after Standard 10: Advanced Diplomas and Postgraduate Degrees. Research Finding MN-135.
PUB DATE- 92
NOTE- 137p.; For a related document, see HE 025 633.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140),Reference Materials - General (130)
DESCRIPTORS- Data Collection; Degrees (Academic); Eligibility; Foreign Countries; *Graduate Study; Guidelines; Higher Education; Performance Contracts; *Scholarships; *Student Financial Aid; *Student Loan Programs; Units of Study
IDENTIFIERS- *South Africa

This guide is a summary of bursaries, loans, and other financial assistance available for obtaining a postgraduate degree, an advanced certificate or diploma at a university, technikon or college in the Republic of South Africa (RSA), Transkei, Bophuthatswana, Venda or Ciskei (TBVC). Bursaries are indexed under the headings: title of the award, field of study for which the award is available, number available, financial value, duration of the award, institution where award is tenable, eligibility of applicant, service contract obligations, whether the student can or cannot apply, closing date for applcations, and an address from which further particulars can be obtained. In addition, the book contains an alphabetical list of the fields of study for which the awards are available and an alphabetical 'ist of institutions where awards are tenable. Approximately 800 entries have been compiled, mainly from the latest available bursary brochures of all the universities and technikons in the RSA and TBVC countries. It is noted that the report, revised every 2 years, is useful for counselors and as a reference work for prospective students seeking financial assistance for further study. (GLR)

ED 346 813 HE 025 633

Roodt, Joan, Comp.; And Others
Financial Assistance for Study After Standard 10: First Diplomas and Bachelor's Degrees.
PUB DATE- 91
NOTE- 242p.; For a related document, see HE 025 632.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140),Reference Materials - General (130)
DESCRIPTORS- Data Collection; Degrees (Academic); Eligibility; Foreign Countries; Guidelines; Higher Education; Performance Contracts; *Scholarships; *Student Financial Aid; *Student Loan Programs; *Undergraduate Study; Units of Study
IDENTIFIERS- *South Africa

This guide is a summary of bursaries, loans, and other financial assistance available for obtaining first diplomas and bachelors degrees diploma at a university, technikon or college in the Republic of South Africa (RSA), Transkei, Bophuthatswana, Venda or Ciskei (TBVC). Bursaries are indexed under the headings: title of the award, field of study for which the award is available, number available, financial value, duration of the award, institution where award is tenable, eligibility of applicant, service contract obligations, may the student apply, closing date for applications and an address from which further particulars can be obtained. In addition, the book contains an

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications Satellites; Developing Nations; Distance Education; Foreign Countries; Futures (of Society); *Global Approach; *Information Networks; Information Systems; *International Cooperation; International Organizations; *Regional Cooperation; *Telecommunications
IDENTIFIERS- *Pacific Region

The purpose of this report is to facilitate decision making concerning attendance at the many concurrent sessions of the 1992 conference of the Pacific Telecommunications Council (PTC). The report augments the collection of full length papers submitted in time for publication in the PTC '92 Proceedings by providing summaries for concurrent sessions. The conference focused on challenges of regional integration of telecommunications with a special interest in communications satellites. Many of the papers focus on the world's major communications satellite providers, innovative applications for satellite services, technical explanations of satellite capabilities, and proposals for new satellite networks. Attention is also directed toward mobile communications which offer opportunities to augment many nations' limited telecommunications infrastructures and to meet new demands throughout the Pacific region. Policy considerations, the implications of regulatory frameworks, information networks and systems, observations on strategic alliances, and insights on investment and financing are other concerns highlighted at PTC 1992. Summaries are indexed by subject, country, and author. (DB)

ED 346 832 IR 015 563

Harms, L. S., Ed.
Telecommunications and the Travel Industry: Impacts on National and Regional Development. Papers Presented at the Mid-Year Seminar of the Pacific Telecommunications Council (Bali, Indonesia, May 1991).
PUB DATE- May 91
NOTE- 212p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Foreign Countries; Futures (of Society); Information Networks; Information Services; Regional Planning; *Telecommunications; *Tourism; *Travel
IDENTIFIERS- Indonesia; *Pacific Region

This report of the Mid-Year Seminar of the Pacific Telecommunications Council (PTC) conference contains papers focusing on the use of telecommunications in the travel and tourism industries. After the message of welcome, opening remarks, and comments on the seminar, papers are divided and listed in five categories. First is The Indonesian Case: "National and Regional Development in the Pacific: Analyzing the Past to Chart the Future," "Tourism Development in Indonesia," "Developing Destination Infrastructures: National and Regional Industry Perspectives," and "Telecommunication and Information Technology: Vital Ingredients for Competitive Advantage in Global Travel Industry." The second category is Infrastructure Requirements: "Tourism's Basic Telecommunication Requirements," "Aspects of Telecommunications Hubbing," "High Technology and Tourism: Canada's Approach," "Reservation and satellite. Students reported positive response to the course and the technology as an effective way to learn material otherwise unavailable to them. They were pleased with the immediate feedback for their lessons. However, they expressed concerns about costs, technical difficulties, and general lack of support for implementation for telecommunications in education. (9 references) (Author/BBM)

ED 346 850 IR 015 685

Ely, Donald P.
Trends in Educational Technology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 65p.; For the two earlier volumes in this series, see ED 308 859 and ED 326 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adoption (Ideas); *Content Analysis; Distance Education; *Educational Technology; *Educational Trends; Elementary Secondary Education; Evaluation; Instructional Design; Instructional Development; Instructional Innovation; Microcomputers; Research Methodology; Teacher Role; Telecommunications

Based on the findings of a content analysis of representative literature on educational technology, this report examines the trends in educational technology from October 1, 1990 through September 30, 1991. Ten trends for 1991 are identified and discussed: (1) the creation of technology-based teaching/learning products is based largely on instructional design and development principles; (2) evaluation has taken on greater importance as the concept of performance technology has been further developed; (3) the number of educational technology case studies is growing and provides general guidance for potential users; (4) distance education is evident at almost every educational level in almost every sector; (5) the field of educational technology has more and better information about itself than ever before; (6) computers are pervasive in the schools as virtually every school in the United States has microcomputers; (7) telecommunications is the link that is connecting education to the world; (8) the teacher's role in the teaching and learning process is changing as new technologies are introduced into the classroom; (9) there is increasing pressure for the schools to consider the adoption of technolpgy while, at the same time, concern is expressed for the impact of technology on children in the society at large; and (10) professional education of educational technologists has stabilized in size and scope. An analysis of trends since 1988 and an explanation of the methodology used in this study conclude the monograph. Copies of worksheets, definitions, and additional data are appended. (49 references) (BBM)

ED 346 851 IR 052 669

Bryson, Emily Montez
Statistical Reporting Form for Library Departments. Special Project.
PUB DATE- Dec 88
NOTE- 99p.
LANGUAGE- English

of professional organizations, and student activities outside the confines of the library media center. A copy of the questionnaire is appended. (25 references; 16 tables/graphs) (BBM)

ED 346 868 IR 054 071

Long-Range Plan for Library Services in Wisconsin, 1991-1996. Bulletin No. 92157.
PUB DATE- Oct 91
NOTE- 41p.; For the 1987-1992 plan, see ED 292 480.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; Government Role; Library Development; *Library Services; *Long Range Planning; *Public Libraries; Shared Library Resources; State Agencies; *Statewide Planning
IDENTIFIERS- *Library Services and Construction Act; *Wisconsin

This report addresses the status of library development in Wisconsin, the needs and problems of libraries, and possible ways of meeting these needs over the next 5 years. These long-range plans developed by the staff of the Division for Library Services (DLS) reflect reports submitted to the DLS, surveys, consultations with librarians and trustees, and various statewide planning efforts and studies involving librarians from around the state. The primary focus of the plan is on statewide and state-level library activities, DLS statutory requirements and services, and the Library Services and Construction ACT (LSCA) priorities. Intended to provide a broad framework for division and statewide planning activities, as well as a framework for local library and system planning efforts, the long-range plan is presented in three sections: (1) characteristics of Wisconsin affecting library services, including population, economic indicators, and trends in education; (2) a statement of the organization and mission of the Division for Library Services; and (3) goals for library service in Wisconsin in the areas of resource sharing and interlibrary cooperation; improving public library and public library system services; improving school library media services; special needs population groups; state institutions; automation; and physical facilities. Also provided are a list of publications from the Division for Library Services, highlights of library development activities in 1990-91, a statement summarizing the goals for library services in Wisconsin, and a list of selected LSCA policies and procedures. (BBM)

ED 346 869 IR 054 073

Kruse, Ginny Moore; Horning, Kathleen T.
Multicultural Literature for Children and Young Adults. A Selected Listing of Books 1980-1990 by and about People of Color. Third Edition. Bulletin No. 1923.
PUB DATE- 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; American Indians; Annotated Bibliographies; Asian Americans; Blacks; *Childrens Literature; *Ethnic Groups; Fiction; Hispanic Americans; Nonfiction

Selected children's and young adult books with multicultural in chapter 3 together with the search skills and strategies that come into play at each stage; objectives for two levels of instruction are provided. Links between programs are emphasized in chapter 4, with emphasis on the skills that encourage the use of the research. Information that will be useful to teachers who are beginning to integrate research into classroom activities is presented in chapter 5, and chapter 6 offers examples of the implementation of research integration into classroom activities for each of the five stages. Descriptions of research activities by teachers who integrate research skills into their teaching are presented in the seventh chapter. Appended materials include ready-to-copy worksheets and forms designed for use by teachers who are planning to integrate research activities into their classes. All 18 of the references listed are in English. (BBM)

ED 346 886 IR 054 158

Mass Media and Health: Opportunities for Improving the Nation's Health. A Report to the Office of Disease Prevention and Health Promotion and Office for Substance Abuse Prevention. Monograph Series.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Advertising; Broadcast Journalism; *Change Agents; *Change Strategies; Disease Control; Federal Regulation; Health Education; *Information Dissemination; Mass Media Effects; *Mass Media Role; News Reporting; Programing (Broadcast); *Public Health; Substance Abuse
IDENTIFIERS- *Health Information

Several interested organizations and agencies completed an exploration of the complexities and challenges affecting the communication of health information through the mass media. The goal of this effort was to create a shared agenda for increasing cooperation between mass media and public health professionals in addressing the issues, problems, and challenges of communicating health information to the public. The process included convening a group of experts to identify the issues; commissioning a series of papers to explore the issues; and bringing together public health and mass media representatives to identify barriers to collaboration and opportunities for working together to improve the quality and quantity of health coverage through the media. The objectives of this project included: (1) increasing understanding of the influences of mass communications on health issues and problems; (2) exploring shared responsibilities among media and public health professionals; (3) designing strategies for influencing policymakers and gatekeepers in the mass media and public health fields; and (4) setting priorities within both sectors for future discussion and exploration. This report summarizes the issues explored and presents a series of strategies for increasing cooperation between mass media and the public health community. Recommendations are presented for marketing communications, news, entertainment, the public health response to media interests and needs, the media response to public health needs, and policies and regulations affecting health communications. Appended materials include lists of program sponsors and contributors to the program as well as a list of eight papers commissioned for the project. (BBM)

Period of Adjustment and Growth (1931-1951)" reviews legislative action through 1949, new colleges, the Strayer Report on California's needs for higher education, and junior college accreditation. Legislation and new colleges in "The Fateful Years (1951-1960)," are discussed next, along with "A Restudy of the Needs of California in Higher Education" (1955) and "Study of the Need for Additional Centers of Public Higher Education in California" (1957). Finally, the last section, "Under the Master Plan (1960-1964)," describes the Coordinating Council of Higher Education, legislation, new colleges, and Academic Senates. Chronologies of the establishment of California's junior colleges, of important events, and of the the tenure of CJCA presidents are attached. (JSP)

ED 346 903 JC 920 328

Habley, Wesley R., Ed.; And Others
The Status and Future of Academic Advising: Problems and Promise.
PUB DATE- 88
NOTE- 275p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Administrative Organization; College Faculty; Community Colleges; Counselor Role; Counselors; Delivery Systems; Faculty Advisers; Higher Education; Models; National Surveys; Program Descriptions; *Program Design; *Program Improvement; Student Attitudes; Student Development; Teacher Role; Two Year Colleges; *Undergraduate Study

The status and future of academic advising is examined in this American College Testing Program (ACT) monograph, providing an in-depth look at the topics consistently viewed as critical to the success of advising programs. In chapter 1, Wesley R. Habley introduces the monograph by examining the trends in advising over the past 15 years, focusing on current problems and areas with potential for change. In chapter 2, "The Third ACT National Survey of Academic Advising," Habley and David S. Crockett analyze data drawn from a national sample (n=447) of two- and four-year public and private institutions, while in chapter 3, "What Students Think about Academic Advising," Julie Noble uses findings from the same ACT survey to compare student responses at two-year, four-year public, and four-year private institutions. Chapters 4 through 8 focus on practical approaches to and components of academic advising services. The chapters present "Developmental Advising," by Virginia N. Gordon; "The Organization of Advising Services," by Habley; "Advising Delivery Systems," by Margaret C. King; "Advisor Training," by Michael Keller; and "Evaluating and Rewarding Advisors," by Crockett. In chapter 9, "Concerning Changes in Advising," Sara C. Looney looks at the role of advisors as change agents. "Exemplary Academic Advising Programs" are explored by Diana Saluri and Habley in chapter 10, which includes brief synopses of programs of 71 institutions. Finally, chapter 11 provides a 105-item bibliography compiled and selectively annotated by Habley and Lois Renter. (JMC)

ED 346 904 JC 920 329

Crockett, David S.
Academic Advising Audit: An Institutional Evaluation and Analysis of the Organization and Delivery of Advising Services.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 91p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Consumer Education; *Curriculum Development; Curriculum Evaluation; Formative Evaluation; *Home Economics Education; Home Economics Skills; Home Economics Teachers; *Inservice Teacher Education; Interdisciplinary Approach; *Occupational Home Economics; Program Descriptions; Program Improvement; Two Year Colleges

Mt. San Antonio Community College District's Consumer/Home Economics In-Service/Curriculum Development Project was designed to provide activities to meet staff development and program improvement needs. The choice of activities was based on evaluation data from previous home economics projects, and priorities identified by the Consumer/Home Economics State Advisory Committee. These activities included: (1) a statewide conference, "Kaleidoscopic Views," attended by professionals from community and four-year colleges and the public and private sectors, was held which recognized innovative programs and provided subject area sessions; (2) three issues of a newsletter entitled "Compendium" were produced and distributed statewide; (3) a program plan revision was conducted, including a review of minimum qualification guidelines for home economics and related subject instructors and an evaluation of interdisciplinary course and program content; (4) two training workshops were held on InfoNet, a statewide communication network, and data were collected on InfoNet usage as part of an effort to determine obstacles to increased enrollments; and (5) four meetings of the Home Economics Professional Development Committee (HEPDC) were convened to provide formative evaluation and recommend modifications and revisions of ongoing activities. Appendixes include lists of HEPDC members and conference participants; a conference evaluation summary; descriptions of 10 innovative programs; an InfoNet flyer; program plan revision materials; a conference program; and summaries of conference presentations, including subject area sessions. (JSP)

ED 346 921 JC 920 351

Windham, Patricia; Howard, Preston O.
Using the Personnel Data Base as a Source of Staffing Comparison Information.
PUB DATE- 21 Jun 91
NOTE- 16p.; Paper presented at the Meeting of the Florida Association for Institutional Research (Tallahassee, FL, June 20-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Community Colleges; Comparative Analysis; Correlation; *Databases; *Full Time Equivalency; *Personnel Data; *Personnel Needs; Personnel Policy; *Ratios (Mathematics); Tables (Data); Two Year Colleges
IDENTIFIERS- Tallahassee Community College FL

At Tallahassee Community College (TCC), a full-time equivalent (FTE) based ratio was used as the basis for comparing the revenues by source for the national sample, multi-campus districts, and single college districts by size; (6) expenditures by object for the sample college groups; (7) credit full-time equivalent (FTE) and headcount students per FTE staff, instructional faculty as a percentage of total FTE staff, and part-time staff as a percentage of FTE staff; (8) selected ratios showing staffing patterns, service area participation, appropriations per student, space per student, and scholarships per student, and other budgetary and physical plant information; and (9) student characteristics, such as ethnicity, age, gender, units taken, hours attended, and class level. Appendixes provide additional information on study methodology, a copy of the data collection survey form, a list of participating colleges and peer groups composition, and a user's survey. (JMC)

ED 346 937 JC 920 371

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Two-Year Colleges: FY 1991 National Sample.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 51p.; For a more detailed report, see JC 920 370.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; *Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; Questionnaires; School Personnel; School Statistics; *State Norms; Statistical Analysis; Teacher Student Ratio; Trend Analysis; Tuition; *Two Year Colleges; Worksheets

This report provides comparative financial information derived from a national sample of 503 public two-year colleges. The report includes space for colleges to compare their institutional statistics with data provided on national sample medians; quartile data for the national sample; and statistics presented in various formats, including tables, bar graphs, and pie charts. The eight sections of the report focus on: (1) an introduction to the background, objectives, and peer groups of the financial study, including information on ordering reports, obtaining specialized data analyses, and responding to and using the report; (2) limitations of the study and explanations of study methods, including a section that attempts to dispel the myth of the "typical college," explanations of calculations, and definitions; (3) placement of the participating colleges by state and region; (4) information on quartile and median revenues by source; (5) expenditures by function and selected expenditure ratios; (6) credit full-time equivalent (FTE) and headcount students per FTE staff; selected staffing, participation, space utilization, and financial aid ratios; part-time staff; and (7) student characteristics, such as class size, ethnicity, age, gender, units taken, hours attended, and class level. Appendixes provide a list of participating colleges and their peer group composition and a user's survey. (JMC)

ED 346 938 JC 920 373

supportive adults; and alternative experiences provided by schools, day care facilities, and after-school programs. The second part of the paper discusses ways to offset the negative effects of violence on children. Educational staff can provide a supportive relationship with children and can organize schedules that provide consistency in teaching and caretaking. Within the confines of such relationships and schedules, children should be offered many opportunities to express their emotions. These opportunities can come through play with toys, dramatic play, art activities, and storytelling. The effectiveness of direct work with children can be enhanced by communication with parents. (BC)

ED 346 955 PS 020 351

Lookner, Sherrie
Sliding Fee Scales That Work: A Model for State Child Care Programs.
PUB DATE- Nov 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Day Care; Day Care Centers; Elementary Education; Family Income; Family Size; *Fees; Guidelines; *Mathematical Models; Planning; Preschool Education; *Program Development; *State Aid; State Programs
IDENTIFIERS- *Sliding Fee Scales; *Subsidized Child Care Services

Guiding principles for using sliding fee scales are presented in this paper in an effort to help states plan new child care initiatives, coordinate or strengthen existing programs, and improve sliding fee scales for current programs. Introductory comments urge states to adopt a single sliding fee scale for all their child care programs. The report then discusses the benefits of good sliding fee scales for children, parents, providers, and states. The Children's Defense Fund (CDF) model for sliding scales is discussed next. This model calls for: (1) fully subsidized care, with no copayment, for families with incomes less than 34% of the state median income (SMI) whenever possible; (2) the gradual increase of copayments from 0% to 8.2% of income for families with incomes between 34% and 75% of SMI with only 1 child in care; (3) the increase of copayments by 25% for families with 2 or more children in care, with copayments gradually rising from 0 to 10.3% of income for families with incomes between 34% and 75% of SMI; (4) gradual increases in the copayment as income rises; and (5) the creation of a sliding scale for families with school-age children in part-time care. Guidelines for determining family size and income, certifying eligibility and copayments, and family income reporting are presented. The final section discusses questions related to fee exemptions for poor families, the income level at which parents should absorb full child care costs, and guidelines for children in protective services. The bulk of the report consists of charts showing family copayments under the CDF model, depending on income, family size, and state of residence. (AC)

ED 346 956 PS 020 418

Mitchell, Margot
A Model of Integration: Key Factors.

101 Ways Parents Can Help Students Achieve.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Child Rearing; Elementary Secondary Education; Family Environment; Learning Activities; Newspapers; *Parent Child Relationship; Parent Influence; *Parenting Skills; Parent Materials; *Parents as Teachers; *Parent School Relationship; Peer Influence; Prereading Experience; School Readiness; Self Esteem; Values

This booklet offers 101 tips on ways parents and other adults can become more involved in children's education. Suggestions are provided in 13 sections: (1) Learning Begins at Home; (2) Using the Newspaper for Better Learning; (3) Make Family Time = Learning Time; (4) Starting School Ready to Learn; (5) Building Self-Esteem; (6) Improving Academic Achievement; (7) Working with the School; (8) Promoting Your Family's Values; (9) Peer Pressure; (10) Preparing for the World of Work; (11) Good Health = Good Learning; (12) Sources of Help; and (13) Learning Is Everyone's Concern. (AC)

ED 346 974   PS 020 588

Bell, Theresa; And Others
Mechanicsburg Area Phone Pal: An Intergenerational Telephone Reassurance Program for School-Age Children. How-to-Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Aging, Harrisburg.
PUB DATE- Jun 87
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Community Services; Elementary Education; *Helping Relationship; *Intergenerational Programs; *Latchkey Children; *Older Adults; Program Descriptions; Program Development; *Telephone Communications Systems; Volunteers; *Volunteer Training
IDENTIFIERS- *Mechanicsburg Area Phone Pal Program PA

The Mechanicsburg Area (Pennsylvania) Phone Pal Program is a telephone reassurance program in which an older volunteer calls a child who is home alone before or after school. Calls are made at the same time each day. These daily calls provide both younger and older persons with a safety verification, in addition to fellowship. Phone Pal is especially appropriate for children between the ages of 8 and 13. The Phone Pal model is easily adaptable to service networks and has minimal needs for equipment, space, staffing, and funding. This manual offers guidance on replicating the program in other communities. Section 1 provides an overview of the program, describes the social problems it addresses, defines "latchkey" and "intergenerational programs," and underscores the value of intergenerational responses to the latchkey situation. Section 2 focuses on the Phone Pal Pilot, describing the older adults and children who participate, benefits to both groups, program setting and site, interagency coordination, recruitment, and program evaluation. Section 3 offers guidelines on program

IDENTIFIERS- *Australia (Melbourne); Canada; *Child Life Programs; England; United States

Child Life Programs in hospital settings aim to involve children in activities and relationships appropriate to their needs. Child Life programming is an essential component of health care, as it promotes: (1) advocacy for children, families, and individuals; (2) the sharing of resources and knowledge; (3) cohesion in the health care team; and (4) the ability to cope effectively with stressful situations. It is cost efficient and results in good public relations. Child Life encompasses assessment and planning; the building of supportive relationships; preparation; health care play activities and other focused interactions; support during medical procedures; documentation; and interdisciplinary collaborations. This paper offers observations on Child Life Programs in Australia, England, Canada, and the United States that are drawn from experiences at the Royal Children's Hospital in Melbourne, Australia and visits to hospitals in the other countries. Topics addressed include the importance of play and the consequences of cultural tendencies to trivialize it; efforts to incorporate a Child Life approach at the Royal Children's Hospital; and differences in the development of policies, accreditation standards, and quality assurance guidelines in Canada, England, and Australia. The paper highlights the Child Life program at the Johns Hopkins Children's Center in the United States as an outstanding example of well-integrated care and education. The paper concludes by discussing the benefits of Child Life departments, including the reduction of post-hospital psychological upsets and the increased efficiency of allied health professionals. (AC)

ED 346 992 PS 020 665

Moore, Shirley G.
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Rearing; Children; Discipline; *Interpersonal Competence; *Parent Child Relationship; *Parent Influence; *Parenting Skills; Parents; Peer Relationship; Permissive Environment; *Social Development
IDENTIFIERS- Authoritarian Behavior; *Authoritative Parenting; Baumrind (Diana); Control (Social Behavior); ERIC Digests; Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, fostering children's self-concept through developmentally appropriate kindergarten experiences. Guidelines for parental involvement, classroom volunteers, and families under stress are included. The handbook describes basic characteristics of children from ages 3-8 in terms of physical, intellectual, social, and emotional development. It also discusses visual, audio, kinesthetic, and tactile learning styles, stressing the importance of considering learning styles when planning learning environments. A list of recommended classroom arrangements, and materials and equipment for the classroom is included for the following curriculum areas: creative arts, language arts, science, music, woodworking, manipulative mathematics and perception, dramatic play, gross motor activities, audiovisual, blocks and construction, and cognitive manipulatives. Also included are sample daily kindergarten schedules. Other information in the handbook consists of: (1) a plan for one day of a learning unit using the theme "The Gingerbread Boy"; (2) suggested methods and issues related to insuring learning success; (3) indirect and direct approaches to discipline; (4) program suggestions for mainstreaming for disabilities; and (5) substance abuse programs. Specific learning experiences related to creative, social, physical, and intellectual development are described. In each category of learning experiences, information is provided on objectives, expected student performance, and learning activities. Criteria for book selection and a list of suggested books for the kindergarten level are included. A list of teacher resources and references is provided. (LP)

ED 347 011 RC 018 642

Duncan, Cynthia M., Ed.
Rural Poverty in America.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 324p.; Foreword by Susan E. Sechler.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Political Influences; Poverty; *Poverty Areas; *Public Policy; Quality of Life; *Rural Areas; *Rural Development; *Rural Economics; Rural Education; *Rural Sociology; Social Influences; Socioeconomic Influences

This book consists of 13 essays discussing rural poverty in the United States, including historical and current conditions of rural poverty, underlying the social, economic, and political factors, and policy implications. The book is organized into three parts. Part 1 consists of four essays that provide a comprehensive description of the poverty conditions in rural America and an analysis of underlying economical and social dynamics. Low wages, the character of rural labor markets, and chronic inter-generational poverty are examined. Part 2 consists of six essays which look at the condition of particular groups suffering poverty in rural areas. These include African-Americans, Appalachians, migrant workers, and Native Americans. This section also addresses the special problems of those who reside in relatively prosperous rural areas (Northeast and Midwest) but live at or below poverty level. Part 3 includes three essays that review successful lessons from the past and evaluate current steps that will mitigate present stress, foster improved opportunities, and improve quality of life for the rural poor. Also included are a list of references and information about the editor and

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Resources; Elementary Secondary Education; *Environmental Education; Nature Centers; *Outdoor Education; *Parks; *Program Descriptions; *Teaching Methods; Urban Areas; Urban Education; *Urban Environment
IDENTIFIERS- *Nature Study; New York (New York)

This document reports on a conference about the use of existing resources to teach nature education to urban children. The conference was organized around the question of how to encourage more positive use of parklands for outdoor nature education. The conference was held in New York City's Central Park and over 80 leaders representing city schools and nature resources participated. The report includes the keynote addresses by New York City's Commissioner of Environmental Protection, Albert Appleton, who chose "cities as part of our natural environment" as his theme, and renowned naturalist, Roger Tory Peterson, who in discussing the role of nature study in environmental education, described how his lifetime devotion to the study and interpretation of nature originated in a fascination with birds fostered by his seventh grade teacher in Jamestown, New York. The document also presents a paper by educator Maritza MacDonald who spoke about different perspectives on urban nature education and nature education resources. Small group discussions between conference participants resulted in the following recommendations: (1) to improve teacher training with respect to nature education; (2) to develop school-community partnerships; (3) to encourage families to use parks; and (4) to acknowledge the importance of camping, outdoor experiences, and individualized curriculum in nature education. A summary of the conference, a list of the names and addresses of participants, and a brief list of urban nature education resources are included. (LP)

ED 347 030 RC 018 722

Smith, Eldon D.
The Political Economy of Public Investments in Better Schools. Staff Paper No. 319.
SPONS. AGENCY- Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Mar 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; *Educational Benefits; *Educational Quality; Elementary Secondary Education; *Employment Opportunities; *Human Capital; Labor Market; *Parent Attitudes; *Parent Participation; Poverty; Public Policy; *Rural Education
IDENTIFIERS- Education Economy Relationship; Kentucky

This study explores the proposition that, in less-developed rural areas, employers who provide greater employment opportunities for better educated persons might help communities break out of the vicious spiral caused by poverty-creating inefficiency in the use of public resources. Three hypothesis are advanced: (1) that, if good and extensive education is rewarded by better-paying and more stable local employment, local citizens might recognize more fully the rewards for good education and support efforts to enhance its quality; (2) that the quality of the human resources available within the community can be translated into the profit account of employers through lowered interest and confidence in science, strengthening the cooperation between industry and academia, and giving schools innovative ways to develop talent. Most of all, the program was designed to be fun. Scince its founding, over 350 students have participated in this new experiment in learning, along with their teachers who have been trained to teach real-world science in the classroom. This manual is divided into "Pep Talk," "Play Book," and "It's Your Turn." "Pep Talk" is the pedagogy and "Play Book" is the curriculum for teaching real-world problem solving to students. The chapters of "Play Book" describe the way scientists search for solutions by recognizing patterns, asking the right questions, making predictions with confidence, and doing experiments. Each of the chapters is organized according to the five basic rules of Pep Talk: create a need to know, challenge to know, show how to know, apply know-how, and know how to inspire cooperation. "Pep Talk" encourages teachers to coach students a little; let them play a lot. The third section ("It's Your Turn") gives teachers the tools to create a curriculum for their students based on a model curriculum presented in the "Play Book" section. Using the rules offered by "Pep Talk" a new curriculum can be created (or an existing one can be revised) that will give teachers an alternative way to teach science in the classroom. Appended are a list of resource materials, and a computer program (written in Basic) to compute a correlation coefficient. A bibliography of 100 references is included. (CW)

ED 347 048 SE 051 989

Wirszup, Izaak, Ed.; Streit, Robert, Ed.
Developments in School Mathematics Education around the World. Applications-Oriented Curricula and Technology-Supported Learning for all Students, Volume Two. Proceedings of the UCSMP International Conference on Mathematics Education (2nd, April 7-10, 1988) and Additional Invited Reports, 1988-1990.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 90
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conferences; *Educational Improvement; Elementary Secondary Education; Higher Education; *International Cooperation; *Mathematics Curriculum; Mathematics Education; *Research
IDENTIFIERS- *Mathematics Education Research; *University of Chicago School Mathematics Project

Most of the papers in this volume stem from the Second International Conference on Mathematics Education conducted by the University of Chicago School Mathematics Project (UCSMP) and held in conjunction with the 66th Annual Meeting of the National Council of Teachers of Mathematics in Chicago. Topics of the 25 papers contained in this document are grouped into three areas: (1) Part 1: "School Mathematics Curricula and the Reform Process"; (2) Part 2: "Research in Mathematics Education"; and (3) Part 3: "The University of Chicago School Mathematics Project." Papers in Part 1 include: (1) "The Dynamics of Curriculum Change" (Burkhardt, Fraser, Ridgway); (2) "The Reform of Mathematics Education at the Upper Secondary School Level in Japan" (Fujita Miwa, Becker); (3) "Teaching Mathematics in the Czechoslovak School System" (Mikulcak); (4) "Solid Mathematical Knowledge and Ability that May Be Readily Applied--What Every Student Must Learn: Mathematics Teaching in the German Democratic Republic" (Weber); (5) "Specifying a

(Author/MLB)

ED 347 065 SE 052 362

Nordstrom, Brian H.
Predicting Performance in Freshman Chemistry.
PUB DATE- 89
NOTE- 18p.; Paper presented at the National Meeting of the American Chemical Society (Boston, MA, April, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; College Entrance Examinations; *College Science; Discriminant Analysis; Grade Point Average; *Grade Prediction; Higher Education; High Schools; Introductory Courses; Multiple Regression Analysis; *Predictive Measurement; *Predictive Validity; Predictor Variables; Science Education; Standardized Tests; *Student Placement
IDENTIFIERS- *Science Achievement

The relatively large number of students who perform poorly in freshman chemistry courses signals the need for the identification of criteria that will result in correct placement decisions for incoming college students. Research findings have generally reported placement criteria that correlate significantly with performance in college chemistry coursework; however, predictions of course grades have tended to be very inaccurate because most of this research focused on the development of regression models in which a single predictor was utilized. The study reported in this paper used the method of discriminant analysis to predict membership of the target sample of freshman students into one of two groups: those that received a grade of "A," "B," or "C" in their first semester of Chemistry; and those that received a grade of "D," "F," or "W." An acceptable statistical model, in terms of assumptions on normality and homogeneity of variance, was developed from discriminant functional analyses and multiple regression analyses of data from previous freshman classes. The factors that were identified as best predictors of performance in College Chemistry--in order of standardized relative weightings--were the mathematics score on the student's college entrance examination, high school grade point average (GPA), course grade in high school chemistry, high school mathematics GPA, and course grade in high school English. The model correctly predicted the discriminant group for almost three out of four students (73.7%). (18 references) (JJK)

ED 347 066 SE 052 406

Thorndike-Christ, Tracy
Attitudes toward Mathematics: Relationships to Mathematics Achievement, Gender, Mathematics Course-taking Plans, and Career Interests.
PUB DATE- Apr 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Analysis of Variance; *Attitude Measures; Career Choice; Correlation; *Course Selection (Students); Elective Courses; High Schools; *High School Students; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Middle Schools; Predictor Variables; Questionnaires; Secondary Education; Self Esteem; *Sex

DESCRIPTORS- Accident Prevention; Elementary Secondary Education; *Eyes; *First Aid; Instructional Materials; Laboratory Safety; Laws; Occupational Safety and Health; *Public Health Legislation; Resource Materials; Safety; *Safety Education; *Safety Equipment; *School Safety
IDENTIFIERS- *Wise Owl Clubs

This guide provides information on eye safety and aids educators, administrators, and supervisors in the development and implementation of eye safety programs. The American National Standards Institute (AMSI) requirements for both street and safety glasses; essential eyewear for safety in hazardous areas; the National Society to Prevent Blindness's official stance on the use of contact lenses in the work place; the hazards of using photogray or phototropic lenses indoors; the fitting and maintenance of eye protective devices; and the use of eye hazard warnings are presented. This document designates the proper eye protection devices for various operations such as foundry work, welding, construction, commercial art, and ceramics. It introduces an incentive program called the Wise Owl Club of America designed to reduce eye injury and loss of sight by encouraging the use of proper eye protection. (MCO)

ED 347 083 SE 052 866

De Jong, Neil, Comp.
An Activity Guide for Teachers: Everglades National Park. Grades 4-6.
PUB DATE- 91
NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conservation (Environment); *Ecology; Endangered Species; Environmental Education; Estuaries; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Natural Resources; Outdoor Education; Plants (Botany); Science Education; Water; Water Pollution; Water Quality; *Water Resources; Wildlife
IDENTIFIERS- Biological Diversity; Environmental Action; Environmental Awareness; *Environmental Issues; *Environmental Management; Environmental Problems; Habitats; National Parks

Everglades National Park is recognized as one of the most threatened National Parks in the country. Human and technological intervention has affected the park's water resources, fauna and flora through the introduction of foreign species. This curriculum-based activity guide is intended for intermediate grade students. It has been designed from a myriad of educational activities mutually created by classroom teachers and park staff, and used in the park's Environmental Education program. It is designed to meet the needs of teachers and students who may never visit the park as well as for on-site lessons about the everglades ecosystem. The document presents the following: (1) four activities to introduce students to the purpose of the National Park System, and basic concepts associated with the Everglades ecosystem; (2) six activities that introduce components of the ecosystem, the interrelation of these components, and recommendations for future use of the environment that will impact these components; (3) seven activities that focus on the importance of plants and trees in the Everglades, and an evaluation scheme concerning future human impact upon them; (4) 12 activities that focus on the wildlife of the Everglades food chains; (5)

Awareness; *Cultural Influences; Elementary Secondary Education; Epistemology; Learning Processes; Philosophy; *Social Differences; *Teacher Influence; *Teaching Methods
IDENTIFIERS- *Reflective Teaching

Meaning constructs are aspects of a person's cultural worldview. They are those aspects that philosophers often write about as a means by which to make sense of the world. Teachers carry their worldviews and meaning constructs into the classrooms with them. Similarly to teachers, reflective teaching proponents hold meaning constructs that are embedded in their proposals. If teaching change is desired, in structures and in standards, then the constructs underlying reflective theories ought to point in reformist directions. The relation between reflective teaching and meaning constructs is examined in order to find the philosophical connection. This is set out in two parts, the first being an overview of philosophy today a knowledge of which is necessary in order to understand the second, a look at meaning. Four possible meaning constructs are proposed. Two can be identified as modern/epistemological and two as postmodern/postepistemological. A postmodern perspective is adopted since holding the spectators' view, in its functional/essentialist statement, means recognition of no other meaning form. (Contains 65 references) (KM)

ED 347 101 SO 021 622

Civic Achievement Award Program (CAAP) in Action.
SPONS. AGENCY- Burger King Corp., Miami, FL.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Elementary Secondary Education; *Environmental Education; Grade 5; Grade 6; Grade 7; Grade 8; Instructional Materials; *Problem Solving; Public Affairs Education; Skill Development; Social Change; Social Problems; Social Studies; Student Educational Objectives; *Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- *Civic Achievement Award Program

This document consists of a student resource book entitled "CAAP in Action: The Environment" and an instructor guide entitled "CAAP in Action". CAAP is a program developed by the Close Up Foundation, a nonprofit, nonpartisan civic education organizations, in cooperation with the National Association of Elementary School Principals (NAESP). The program is funded by Burger King Corporation. CAAP is designed to help students learn about environmental problems and understand them as civic issues that can be addressed by their own personal actions. The resource book has three parts. First, in a Learning Project, students learn about the environment by reading an essay, studying a timeline, and completing work sheets. Next, students are asked to choose a topic about the environment and study it in depth by doing a Research Project. Finally, students conduct a Civic Project about the environment. This resource book is part of CAAP in Action, a special shortened, topical version of the Civic Achievement Award Program (CAAP), that was established by Congress in 1987 as an interdisciplinary supplement to the social studies curriculum for grades five through eight. The instructor's guide is designed to help

DESCRIPTORS- Alaska Natives; *Case Studies; Causal Models; *Cognitive Mapping; Elementary Secondary Education; Higher Education; *Personal Narratives; Preservice Teacher Education; *Schemata (Cognition); *Student Teachers; Student Teaching; Writing Assignments

IDENTIFIERS- *Case Method (Teaching Technique); *Conceptual Change; Teachers for Alaska Program

This paper examines what student teachers learn from writing a case about their student teaching experience. An analytic framework was developed to understand what students learn from writing such narratives. It contained six elements: (1) an intention, which formed the springboard for the dramatic action; (2) an initial conceptual map which contained a causal model of the social world, scripts, and images; (3) the experience itself; (4) the interpretation of the experience; (5) a revised conceptual map through which the student tried to make sense of both the initial ideas and the interpreted experience; and (6) questions which the experience raised. Students' thinking changed as they wrote cases. They began with conceptual maps that were rigid, simplistic, and implicit, and ended with maps that were much more complex, contextual, and explicit. Students ended their cases with questions for continued inquiry. Appendices contain figures graphically describing changes in students' thinking through case writing, including examples of changes in the conceptual map over time. Also attached is a copy of the assignment entitled "Writing a Case Study Of Your Student Teaching Experience: What Have You Learned?" (Author/LL)

ED 347 124   SP 033 465

Impink-Hernandez, M. V., Ed.

Colloquium To Strengthen Educational Personnel Training Programs: Training Educational Personnel To Work with Language Minority Populations. Proceedings (1st, Washington, D.C., July 28-31, 1987).

PUB DATE- 89

NOTE- 81p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Bilingual Education Programs; *Cooperative Programs; Elementary Secondary Education; *English (Second Language); Higher Education; Inservice Teacher Education; Institutional Mission; *Limited English Speaking; Preservice Teacher Education; Program Evaluation; *Teacher Education Programs

IDENTIFIERS- *Elementary Secondary Education Act Title VII; *Training Needs

This publication focuses on how bilingual education and English as a Second Language (ESL) teacher training programs can be enhanced in the areas of coordination, institutionalization, and evaluation and serves as a resource for institutions which train personnel to work with children who have limited English proficiency. The colloquium was designed to allow intensive small group interaction and whole group sharing; it sought to: (1) reflect the uniqueness of groups drawn together by the conference format; (2) present state-of-the-art practices in Educational Personnel Training Programs (EPTPs); and (3) suggest promising practices to future program directors and policymakers. The document is organized into three sections. The first section addresses coordination relevant to successful EPTP implementation with postsecondary institutions, state education agencies, local education agencies, and other Title

Sound Professional Development School (PSPDS) while implementing a state-sponsored School for the Twenty-first Century grant. PSPDSs are part of a collaborative institution, the Puget Sound Professional Development Center (PSPDC). While the Twenty-first Century grant focused on concrete, measurable goals that were directly related to student achievement, the professional development school project had less clearly defined objectives. Although there was a strong effort to involve Amherst faculty in designing the grant proposal, the meaning and responsibilities of being a professional development school (PDS) were not fully outlined to school faculty. This failure to obtain widespread faculty involvement in committing to and planning for becoming a PDS has created certain difficulties in securing widespread faculty participation in the professional development opportunities made available through the PSPDC. This report describes some aspects of the development of Amherst Middle School as a professional development school; discusses some of the misconceptions, tensions, resistance, and resentments related to the PDS project among Amherst staff and among other district schools; traces the development of related restructuring activities at Amherst, 1984-1991; and suggests some lessons to be learned from this study of PDS implementation. (IAH)

ED 347 143 SP 033 902

Williams, Bonnie; And Others
Questions, Not Answers, Stimulate Critical Thinking.
PUB DATE- Nov 91
NOTE- 8p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Critical Thinking; Elementary Secondary Education; *Questioning Techniques; *Teaching Methods; *Teaching Skills; *Thinking Skills

Successful classroom questioning is an art that can be cultivated through practice. While teachers do use questions in classroom interaction with students, these questions tend to be lower order questions which only require recall or comprehension on the part of the students. Research suggests that teachers favor these lower order questions for three reasons: (1) students need to know facts before progressing to speculation or higher levels of thought; (2) school curriculum, by its nature, is more fact-oriented than thought-oriented; and (3) teachers lack the skills needed to formulate higher order questions. The most practical and expedient recommendations for improving or developing teachers' higher level questioning skills are linked to commonly accepted communication skills. Five recommendations for teachers are: use wait time; ask open-ended questions; involve all students; encourage conversation among students; and encourage students to elaborate. (IAH)

ED 347 144 SP 033 919

The National Education Goals: The AACTE Member Response.
PUB DATE- 92
NOTE- 17p.; Introduction by Marilyn J. Guy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS- Academic Achievement; Comparative Analysis; Elementary Education; Enrollment; French; German; Immersion Programs; Interdisciplinary Approach; *Magnet Schools; Participant Satisfaction; Program Evaluation; Program Implementation; Public Schools; *School Desegregation; *Second Language Programs; Spanish; Student Attitudes; Summative Evaluation; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO

The results of the achievement and enrollment study are reported for six elementary foreign language magnet programs that were implemented as part of the desegregation plan in Kansas City, Missouri. In addition to the foundation curriculum, two goals are emphasized: teaching foreign language and exposing students to foreign cultures. Three strands are additional dimensions of the program: total immersion, in which all core subjects are taught in the target language; partial immersion, in which content areas are taught in the target language; and pull-out language programs, in which all courses are taught in English and students are pulled out for target language instruction. Percentile ranks based on mean grade equivalents for the reading, language, and math subtests of the Iowa Tests of Basic Skills are reported for minority and non-minority students at each grade level. It is concluded that: (1) reading and language achievement showed mixed results between foreign language and non-foreign language students; (2) foreign language students out-ranked non-foreign language students in math achievement; (3) enrollment capacity ranged from 78 percent to 99 percent across the six schools; (4) half the grade levels at the six schools reached the minority/non-minority goals for the 1990-1991 school year; and (5) extended day minority/non-minority enrollment closely approximated regular program enrollment. Extensive statistical data are presented in 18 tables and figures. (LB)

ED 346 717 FL 020 406

Robinson-Lewis, G.
Carver Latin Grammar Magnet Elementary Schools: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 45p.; For other evaluation reports, see FL 020 401-408 and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; Elementary Education; Enrollment; Formative Evaluation; *Latin; *Magnet Schools; Parent Attitudes; Participant Satisfaction; Performance Contracts; Program Evaluation; Program Implementation; Public Schools; School Desegregation; *Second Language Programs; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO; *School Uniforms

An evaluation of the first year of the Carver Latin Grammar Magnet Elementary School (CLG) in Kansas City, Missouri, is reported. Students are required to sign a contract and agree to adhere to criteria regarding conduct, to maintain high levels of academic performance, and to wear uniforms. The program is evaluated in terms of enrollment goals and racial composition, curriculum and infusion of the theme into the classroom, perceptions regarding program implementation, and levels of student achievement. Findings suggest progress toward theme-related and achievement goals and court-order desegregation goals, but less progress toward student satisfaction, with only for social and self-transformation? Contains 22 references. (LB)

ED 346 737 FL 020 460

Bloor, Thomas, Ed.; Norrish, John, Ed.
Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986).
PUB DATE- 87
NOTE- 168p.; For individual papers, see FL 020 461-469.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; Dictionaries; Foreign Countries; *Linguistic Theory; *Literacy; Oral Language; *Second Language Learning; Syntax; Textbooks; Text Structure; Writing (Composition); *Written Language

Nine papers from a British conference on applied linguistics are compiled in this report. Introductory comments point out the traditional primacy of spoken language while acknowledging the demand for literacy and the importance of the written mode. Papers and authors are as follows: "An Educational Theory of (Written) Language" (Michael Stubbs); "Predicting Texts: Aspects of a Strategic Model of Text Comprehension" (Ulrike Hanna Meinhof); "Playing Safe with Predictions: Hedging Attribution and Conditions in Economic Forecasting" (Pindi Makaya, Thomas Bloor); "Predictive Items in Student Writing" (Teresa O'Brien); "Do Dictionaries Help Students Write?" (Hilary Nesi); "The Oral Dimensions of Literacy Events: A Letter from the DHSS" (Mike Baynham); "First and Foreign Language Composing: A Protocol-based Study" (Valerie Arndt); "Non-nativeness in Second Language Texts: The Syntax Factor" (Marie-Paule Woodley); and "The Representation of Spoken Language in Early Reading Books: Problems for L2 Learner Readers" (Catherine Wallace). References are provided with each paper. (LB)

ED 346 738 FL 020 461

Stubbs, Michael
An Educational Theory of (Written) Language.
PUB DATE- 87
NOTE- 37p.; In: Written Language: British Studies in Applied Linguistics 2, Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Foreign Countries; *Language Universals; *Language Usage; *Linguistic Theory; Oral Language; *Written Language
IDENTIFIERS- Great Britain

An organizing framework is presented that can help integrate the large mass of apparently disparate work on written language. The starting point of the paper was collections of articles of reading, writing, and literacy, which seemed not to have a conceptual framework. Ways are discussed that knowledge from linguistics as an academic discipline and from other sources might be transformed into an educational research program. The problem of how the discipline might be reorganized into something new by linguists and educators working

Industrial Training; Organizational Effectiveness; Program Evaluation; Program Implementation; Skill Development; State Programs
IDENTIFIERS- *Massachusetts; *Workplace Literacy

Seven workplace education projects funded in the first year of the Massachusetts Workplace Education Initiative are reported. This report includes both general observations and specific information in case studies of the projects. Overall information is provided on students served, the importance of partnerships, the emphasis on English-as-a-Second-Language projects, the need for coordination, barriers to student participation, the range of educational approaches, the difficulties of measurement, and the elusive nature of job advancement and higher pay goals. Case studies of the following projects comprise 32 pages of the report: T.J. Maxx Distribution Center (Worcester); EASCO Handtool Company (Springfield); Employment Resources Inc. laundry workers, including components with Middlesex Community College and Marriott (Boston/Lynn); IUE/The Work Connection (Lynn); AT&T (Lawrence); and Columbia Cable (New Bedford). (LB) Adjunct ERIC Clearinghouse on Literacy Education.

ED 346 758 FL 800 522

Fretz, Barbara
Workplace Literacy: The Effects of an In-house Program on the Organization.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Basic Skills; *Business; *Cooperative Programs; Manufacturing; Organizational Change; *Organizational Effectiveness; Peer Teaching; Tutoring
IDENTIFIERS- *Workplace Literacy

The effects of an in-house workplace literacy program on an organization are examined. A small Canadian manufacturing plant that began a workplace literacy program called Learning in the Workplace in 1990 was the site of this case study research. The plant was CCL Custom Manufacturing, which specialized in household powder-based products. Four areas were explored: (1) the effects of in-house literacy programs on improving the basic skills of the members of the organization; (2) the effects of peer tutoring in the workplace; (3) the effects of organizational events on in-house workplace programs; and (4) the effects of partnerships in workplace literacy. The research indicated the following: an in-house program helped members of the organization improve their basic skills; peer tutoring was a catalyst to opening up communication channels across the organization and building workplace relationships; a stand-alone program was more vulnerable to organizational change than programs integrated into the training culture of an organization; and a workplace literacy partnership strengthened the program. (LB) Adjunct ERIC Clearinghouse on Literacy Education.

ED 346 759 FL 800 524

Rayman, Paula; And Others
Massachusetts Workplace Education Initiative. Year 3 Evaluation. Final Report.
SPONS. AGENCY- Commonwealth Literacy Campaign, Boston, MA.;

NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; *Dormitories; Facility Utilization Research; Higher Education; On Campus Students; Resident Assistants; Residential Colleges; School Space; *Space Utilization; State Universities
IDENTIFIERS- *State University of New York

This report presents data on the utilization of residence hall facilities at campuses of the State University of New York (excluding community colleges) for fall 1991, with summary data from fall 1982 through fall 1991. Part 1 offers seven tables on utilization of original design capacity of residence hall facilities; utilization by institution and institution type; utilization of net revenue-producing adjusted design capacity; student occupancy or net revenue-producing adjusted design capacity; revenue-producing "other" utilization and percent of revenue generated; utilization of net revenue producing adjusted design capacity by rate; distribution of Resident Assistant bed rental waivers in residence hall facilities; and Resident Assistant bed rental waivers in residence hall facilities. Part 2 provides trend data for fall 1982 through 1991 on: total utilization of net revenue-producing adjusted design capacity; percent utilization of net revenue producing adjusted design capacity; trends in percent utilization for each institution; non-revenue assignments in residence hall facilities; revenue producing utilization of residence halls for purposes other than resident student occupancy; and number of students per Resident Assistant. Part 3 contains a publications list. A brief narrative summary and definitions are included. (JB)

ED 346 777 HE 025 595

Trends in Enrollment and Degrees Granted 1948-1991: State University of New York. Report No. 7-92.
PUB DATE- May 92
NOTE- 383p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Credits; *Community Colleges; *Degrees (Academic); Doctoral Degrees; Educational History; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Masters Degrees; *Multicampus Colleges; Part Time Students; Professional Education; *State Universities; Technical Institutes; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *State University of New York

Trends in enrollment and degrees granted by the State University of New York (SUNY) institutions from 1948 to 1991 are presented. Credit course enrollment is considered in relation to headcount enrollment for the individual institutions and institutional types of the State University as well as systemwide. The data are for the fall term of each year and are arranged by student load (full-time or part-time) and student level (undergraduate/graduate). The information on degrees granted covers all degrees awarded over a 12-month period. Data are presented for each degree type (associate, bachelors, masters, doctoral, and first-professional). Credit course enrollment and degree data are presented for the following categories: state university totals, state university totals student development theory. This model distinguishes between events and processes at four levels: suprasystem (relationship between residence and university systems); macrosystem (residence hall); mesosystem (the hall floor); and microsystem (the room), with processes across levels seen as interdependent. The model's four levels correspond to the major sections of the review. The review identified eight thematic issues: (1) the residence system is most responsible for student social development; (2) social development precedes and influences academic development; (3) men and women enter with divergent degrees of preparedness; (4) such differences are reflected in their patterns of self-selection (5) social processes at the micro-level drive student development in residences; (6) students' relations with their parents have a potent effect on student development; (7) research and programming in residence life requires a differentiated style of thinking; and (8) academic and historical time intervals must be distinguished. In concluding, the review identifies 4 theoretical generalizations and advances 40 implications for practice. Included are nearly 400 references. (JB)

ED 346 794 HE 025 613

Benjamin, Michael
Freshman Daily Experience: Implications for Policy, Research and Theory. Student-Environment Study Group. Student Development Monograph Series, Volume 4.
PUB DATE- Jan 90
NOTE- 292p.; For related documents, see HE 025 610-612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Environment; *College Freshmen; Foreign Countries; Higher Education; Individual Development; Interviews; Quality of Life; Questionnaires; *Student Adjustment; *Student Attitudes; Student College Relationship; *Student Development; *Student Experience; Student Journals
IDENTIFIERS- *University of Guelph (Ontario)

A study was done at the University of Guelph (Ontario, Canada) examining the experiences, concerns and interests of college freshmen. Of 65 entering students who agreed to participate, 37 signed up for the study in September, 1988, with 24 women and 4 men completing all study requirements: completion of a daily diary; bimonthly unstructured interviews with a student services "buddy"; and completion of four standardized instruments concerned with attitudes, values, social development, dynamics of families of origin and perceived levels of stress. The data were subjected to thematic analysis aimed at discovering recurrent patterns in participants' reports. This yielded a total of 36 themes grouped into 3 domains: personal, interpersonal, and environmental. Overall, academic and social processes unfolded within specific environmental contexts on campus, with the most significant context being residence life where most participants spent the majority of their free time. What was striking about students' accounts of their daily experience was its ecological complexity, with the whole emerging out of interactions among various constituent domain elements. Participants were students, children, friends, lovers simultaneously, striving, as whole persons, to achieve a workable balance between the social and the academic, the personal and the impersonal, the affective and the objective. Included in the appendixes are the interview protocol and primer for the student diary. Also included is a list of over 300 references. (JB) alphabetical list of the fields of study for which the awards are available and an alphabetical list of institutions where awards are tenable. Approximately 1,700 entries have been completed, mainly from the latest available bursary brochures of all the universities and technikons in the RSA and TBVC countries. It is noted that the report, revised every 2 years, is a useful aid for vocational guidance officers and as a reference work for prospective students seeking financial assistance for further study. (GLR)

ED 346 814   IR 013 595

Schultz, Thomas A.
Integrated Information System Approach to New Enrollees.
PUB DATE- Nov 87
NOTE- 4p.; Paper presented at NSBA-ITTE Conference (Dallas, TX, October-November 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Database Management Systems; *Educational Administration; Elementary Secondary Education; *Local Area Networks; *School Counseling; School Districts; *School Registration; Student Records; Student Transportation; *Transfer Students
IDENTIFIERS- Mainframe Computers; Southfield School District MI

The integrated information system being used by the Southfield, Michigan, school district to enroll and assess new transfer students makes use of the data processing services of the Oakland Intermediate School District. High school administrative and counseling offices have access to a student database on the district's mainframe computer via online workstations consisting of IBM 3278 terminals and IBM personal computers using terminal emulation capabilities. Registration data for new transfer students is recorded first, and then student assessment data are entered and used to place students in the appropriate instructional environment. In the case of high school students, information is sent to the high school counseling office through the information network, and the students' scheduling information is also entered in the system. Teachers are informed of new enrollees, and information about new students is also sent to the district's transportation office to arrange for bus assignments. A pilot program is also being planned to include private school children in the system so that their transportation needs can be handled electronically as well. (EW)

ED 346 815   IR 014 349

Computer Literacy: Intermediate and Secondary Grades, Second Edition.
PUB DATE- 83
NOTE- 337p.; For a curriculum guide for the elementary grades, see ED 318 444.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Peripherals; *Computer Science Education; Curriculum Guides; Glossaries; Intermediate

Information Systems in Japan's Travel Industry," "ISDN Applications for the Tourism Industry," and "Interface between Telecommunications and Travel from a Broadcasting Perspective." The third category, Information Services, contains "An Overview of Information Technology for Travel Agencies," "Teletel: An Opportunity for Tourism and Travel Area," "Transaction Terminals and Credit Authorizations," "Taiwan's Tourism Videotext Service," and "Meeting Tourism's Information Requirements for Destination and Transport." The fourth category, Strategic Developments, contains "The Role of Telecommunications and Tourism in the National Development Process: Promises and Pitfalls," "The Role of Tourism in the National Economy in Korea," "The Triple T (Port) for Developing Economies," "Telecommunications Regulatory Policy in the ASEAN Countries," and "21st Century Travel Partnerships: Network-based Strategies." The final category, Sustainable Growth, contains "Tourism and Sustainable Development: Environmental and Socio-Cultural Issues," "Telecommunications for Sustainable Growth," and "Telecommunications and Travel: Some Future Prospects." A list of seminar participants is included. (DB)

ED 346 833 IR 015 565

Tworek, Raphael J.
The Effectiveness of Videotape Recordings in Teaching on the Achievement of Ninth Grade Students in Citizenship Classes.
PUB DATE- 92
NOTE- 47p.; Education Specialist Requirement, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Citizenship Education; Conventional Instruction; Educational Television; Grade 9; High Schools; High School Students; *Instructional Effectiveness; *Intermode Differences; Multisensory Learning; Pretests Posttests; Teaching Methods; *Videotape Recordings; *Visual Learning

This study was intended to ascertain the effectiveness of videotape recordings on the achievement of ninth grade students in citizenship classes versus achievement of students where that medium was not used. Subjects for the quasi-experimental study were 183 ninth grade students in selected high school citizenship classes in a large suburban district; there was also a nonrandomized control group. A pretest-posttest design was used to determine achievement. Two variables were tested for possible relationships to the scores, and t tests were used to test the relationships. No statistically significant relationships were shown between the achievement scores of the experimental subjects, who saw videotape recordings as opposed to the control group, who did not see the videotapes. There was also no statistically significant relationship between gender and the treatment and control groups. It is concluded that, although the results of the study were not statistically significant, it is important for educators to be cognizant of research on media in terms of meeting educational objectives and supporting the curriculum. Such research will help instructional leaders use their instructional resources in the most efficient manner. Copies of a teacher log sheet, the pretest, and the posttest are appended. (40 references) (DB)

ED 346 834 IR 015 566

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Database Management Systems; Data Collection; Departments; Higher Education; *Information Retrieval; *Information Storage; *Library Statistics; *Records (Forms)

This project was designed to develop a uniform statistical reporting system that could be used by all of the library departments at Chicago State University to collect statistical information, both for major statistical reports, and for the library's daily operations. It is noted that the statistical forms were designed to enable the staff member responsible for updating the statistics in each department to take the information directly from the form without having to interrupt or change the data, and also to make it possible to adapt the form to a computer database. Section I, an overview of the project, includes a discussion of the database selection--R:Base System V--and a list of sources relevant to the type of statistical information compiled for this report. Information in Section II, the major part of the report, is divided alphabetically by the nine library departments, i.e., cataloging, circulation, collection development, government documents, interlibrary loan, materials center, periodicals, reference, and reserve. A brief review of each division includes a summary of discussions held with the department head on the types of statistics needed, their application to library operations, copies of forms currently used to collect statistics in the department, and a copy of the statistical reporting form which was developed for this project to be used with R:Base System V. (CGD)

ED 346 852 IR 052 873

Ripoll, C. Lopez Cerdan; And Others
Development of a Publications and Conferences Data Base in the Mexican Electric Power Research Institute.
PUB DATE- Oct 88
NOTE- 17p.; Paper presented at the National Symposium on Engineering and Science of the Mexican American Engineering Society (12th, Los Angeles, CA, October 19-21, 1988). Tables 6 & 7 are missing from the document. Dot matrix print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Database Design; Database Management Systems; *Databases; Developing Nations; Foreign Countries; *Research and Development; *Research and Development Centers; Research Reports
IDENTIFIERS- *Mexican Electric Power Research Institute; Mexico

This paper describes the development by the Mexican Electric Power Research Institute (Instituto de Investigaciones Electricas or IIE) over a 10-year period of a publications and conferences database (PCDB) of research and development output of the institute. The paper begins by listing the objectives of the database and describing data coverage and specifications for written or verbal works used to disseminate research and development output (Research and Development Dissemination Units or RDDU), as well as for the media used to transmit the works, e.g., journals, books, or conferences. Data sources are then discussed, including the collection of preliminary information via forms, files, and publications from the IIE department and data filtering and validation through themes and topics which were published in the United States and Canada between 1980 and 1990 are represented in this annotated bibliography. The term multicultural is used to refer to people of color, including African-Americans, American Indians, Asian-Americans, and Hispanic-Americans. An introduction provides a brief overview of the history of multicultural publishing in the United States, with references to earlier books that still have relevance to today's children. The books are listed in 16 categories: (1) History, People and Places; (2) Seasons and Celebrations; (3) Activities; (4) Issues in Today's World; (5) Understanding Oneself and Others; (6) The Arts; (7) Poetry; (8) Biographies; (9) Folklore, Mythology and Traditional Literature; (10) Books for Babies; (11) Concept Books; (12) Books for Toddlers; (13) Picture Books; (14) Fiction for New Readers; (15) Fiction for Young Readers; and (16) Fiction for Teenagers. Each listing includes complete bibliographic information, an annotation, and the recommended age group. Additional information provided in the appendices includes the predominant ethnic/racial background of individual authors and illustrators represented in the bibliography; the ethnic/cultural groups represented in the content of individual books; recommended reference books; and public policy, standards, laws, and requirements in Wisconsin. An author/title index is also included, as well as background information on the Cooperative Children's Book Center (CCBC), the University of Wisconsin-Madison, the Equity and Multicultural Education Section of the Wisconsin Department of Public Instruction, and the compilers of the bibliography. (BBM)

ED 346 870   IR 054 076

Seibert, Warren F.; And Others
Research Library Trends, 1951-1980 and Beyond: An Update of Purdue's "Past and Likely Future of 58 Research Libraries."
PUB DATE- Nov 88
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Graphs; Higher Education; *Library Collection Development; *Library Expenditures; *Library Personnel; Library Research; *Library Statistics; Longitudinal Studies; *Prediction; *Research Libraries; Tables (Data); Trend Analysis
IDENTIFIERS- Association of Research Libraries; Purdue University IN

This research extends the "Purdue studies" of research library growth, presenting results that include library statistical trends during a 35-year period, 1951-1985. It serves to update Purdue's 9-report series (1965-1973) and is a validation study of Purdue's growth forecasts, 28 of which were published in 1965, then revised in 1971. The research libraries considered here represent 58 "first tier" American research libraries that were members of the Association of Research Libraries (ARL) in 1964, when the Purdue studies began; all are members still. The results describe 35 years of growth and change in library holdings, volumes added, professional and non-professional staff size, and in three expenditure categories--salaries, materials and binding, and total, plus university/main campus total and graduate enrollments, and Ph.D. degrees awarded. Growth trends are reported for eight "composite" libraries that differ in size, i.e., the average or mean; the median, first quartile and third quartile; and four collection (or holdings) subgroups, the "large," "medium-large," "medium-small," and

ED 346 887 IR 054 161

Chute, Adrienne
Public Libraries in the U.S.: 1990. E.D. TABS.
PUB DATE- Jun 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Branch Libraries; Financial Support; Interlibrary Loans; *Library Circulation; *Library Collections; *Library Expenditures; Library Personnel; *Library Services; *Library Statistics; Library Surveys; National Surveys; Nonprint Media; *Public Libraries; Reference Services; State Libraries

State and national FY90 data are aggregated from individual public libraries in the United States. These data were collected under the third annual census of the Federal-State Cooperative System (FSCS) in July of 1991. Respondents for this voluntary census were 8,978 public libraries identified in the 50 states and the District of Columbia by state library agencies. This report begins by presenting highlights of the findings. The introduction then describes the universe represented by the data, data collection and use of technology, quality review, and unit and item responses to the survey. Also included are caveats for using the data, information for ordering related machine-readable data and publications, and a source for additional information on public library statistics. (It is noted that data on individual libraries, which are not included in this report, will be available on diskette.) The data are presented in 15 pairs of tables, which make up the major part of the report. These tables summarize information that was supplied to National Center for Education Statistics (NCES) in machine-readable format by state library agencies on a voluntary basis. The information includes data on staffing, service outlets, operating income and expenditures, size of collection, and service measures such as reference transactions, interlibrary loans, circulation, and public service hours. Four appendices provide information on the background of the Federal-State Cooperative System (FSCS); data error messages and historical data check criteria; a nationwide item non-response chart; and data element specifications for 1990. (BBM)

ED 346 888 JC 890 497

Programs/Plans for the 21st Century.
PUB DATE- 89
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; College Planning; College Role; Community Colleges; *Economic Development; Job Training; *Literacy Education; Program Descriptions; Program Development; *School Business Relationship; Two Year Colleges; Vocational Education

This collection of brief program descriptions focuses on the efforts of 10 community colleges to meet the current and future needs of their communities in the areas of economic development, worker training and retraining, and literacy education. The 10 colleges highlighted are: (1) Central Arizona

PUB DATE- 88
NOTE- 184p.; For a related document, see JC 920 328.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; *Audits (Verification); College Planning; Community Colleges; Educational Counseling; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Guidelines; Higher Education; *Program Evaluation; Questionnaires; *Self Evaluation (Groups); Surveys; Two Year Colleges; Undergraduate Study

Designed to assist institutions in evaluating the current status of their academic advising program, this manual provides guidelines and materials used to conduct a four-step audit. Following a brief introduction, an overview of the audit procedure is presented. The next four sections, corresponding to the steps in the audit, are presented: (1) Information Gathering, including a detailed survey instrument designed to collect information about the institution, advising in the academic unit or department, advising offices, and overall institutional effectiveness; (2) Evaluation, which provides a scoring key and accompanying explanation for each item of the survey instrument; (3) Analysis, which provides a key for use in grouping item scores by categories and includes guidelines for identifying areas of strength and weakness; and (4) Action Planning, which offers a series of recommendations for further review, study, and action in areas such as the delivery of advising services; the selection, training, and development of advisors; and advising information systems. The final section, which constitutes the bulk of the manual, consists of additional resources for the development and evaluation of advising programs, including six survey instruments; "The Third ACT (American College Testing Program) National Survey on the Status of Academic Advising," by Wesley R. Habley, and David S. Crockett; "CAS (Council for the Advancement of Standards for Student Services/Developmental Programs) Standards and Guidelines for Student Services/Development Programs"; "CAS Academic Advising Self Assessment Guide"; and a 64-item annotated bibliography. (JSP)

ED 346 905 JC 920 330

Dhariwal, Mave
NAIT CPD. Competency Profile Development: A Systems Approach for Program Review Projects.
PUB DATE- 24 Oct 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Evaluation; *Engineering Technology; Foreign Countries; Instructional Systems; *Minimum Competencies; Models; Organizational Objectives; Postsecondary Education; *Program Evaluation; Program Improvement; *Systems Analysis; Systems Approach; *Technical Education
IDENTIFIERS- DACUM Process; Total Quality Management

The Engineering Technologies Division of the Northern Alberta Institute of Technology (NAIT) in Canada has developed a systems approach to program review called Competency Profile Development (CPD). This approach utilizes a combination of college's staff allocations with those of other community colleges in the state. The development of a statewide personnel database by the Florida State Board of Community Colleges provided the means for investigating this ratio. In 1991, a correlation study was undertaken with the underlying premise that the FTE-based ratio was not the best measure for all categories of employment. The correlation between a college's FTE and the number of individuals in the various staff categories of the personnel database indicated that the use of the FTE/staff ratios did not provide a consistent ranking across all 10 activity codes (i.e, categories of employment). However, the correlations exhibited by FTE did indicate a strong relation to all phases of the college. The use of other indicators produced a new set of correlation values, with the indicator "budget" providing the greatest correlation values, but the new indicators did not yield any significant narrowing of ranks across the 10 employment categories used in the personnel database. These results led to the identification of a new set of colleges to serve as a comparison group for TCC. This new set of peer colleges will be tracked over time in order to determine the stability of the relationships observed. The study concluded that the extra time and effort involved in developing a complex set of ratios to replace the FTE-based ratios did not appear justified. (JMC)

ED 346 922   JC 920 352

McDonald, Cathryn A.; Calhoun, Harriott D.
Increasing Effectiveness by Integrating Planning and Evaluation.
PUB DATE- Jun 92
NOTE- 8p.; Paper presented at the Summer Institute on Community College Effectiveness and Student Success (Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Accreditation (Institutions); *College Planning; *College Role; Community Colleges; Integrated Activities; Mission Statements; Models; Personnel Evaluation; Program Improvement; *School Effectiveness; *Self Evaluation (Groups); Student Evaluation; Two Year Colleges
IDENTIFIERS- *Jefferson State Community College AL

In response to the criteria of its regional accrediting agency, the Southern Association of Colleges and Schools, Jefferson State Community College (JSCC) developed an institutional effectiveness plan which, while demonstrating accountability, had as its primary goal the improvement of college programs and services. The plan consisted of three components (i.e., purposes/commitments; plans/planning; and results/evaluation) which were continuously refined and modified through the processes of planning, implementation, and evaluation. In an effort to address institutional goals, JSCC decided to focus on "operational units," defined as any unit composed of one or more people who performed a clearly distinct function. JSCC's planning process was tied to the unit purposes and guided by three basic principles: plans must be flexible; plans must focus on results; and plans must ensure that the results achieved are those intended. The process followed an annual cycle which included review of the planning context, discussion of evaluation results from the previous year, identification of issues and concerns, selection of institutional action priorities and development of unit planning priorities, and

Armstrong, Bill; And Others
Skills Testing and Disproportionate Impact: An Analysis of the Reading and Writing Test Performance of Students in the San Diego Community College District. Report 9106-M.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; College English; Community Colleges; Comparative Analysis; Course Selection (Students); Enrollment; *Ethnic Groups; *Minority Groups; Multicampus Districts; Reading Programs; Remedial Programs; *Scores; Student Characteristics; *Student Placement; Tables (Data); Test Bias; Testing Programs; Test Norms; *Test Validity; Two Year Colleges
IDENTIFIERS- *Comparative Guidance and Placement Program; *San Diego Community College District CA

In 1991, a study was conducted to determine the differential effects of placement testing on cultural, linguistic, and ethnic groupings in the San Diego Community College District (SDCCD). The study was conducted in two parts. The first part examined the characteristics of the students used to norm the Comparative Guidance Program (CGP) tests used by the SDCCD for placement and compared these characteristics to the tested sample at SDCCD. The second part of the study examined the disproportionate impact of testing on the placement and enrollment of various groups of students into remedial and college-level English and reading courses. In addition, part two of the study tracked the enrollment patterns of these same student cohorts into the following semester to determine their representation in degree-applicable courses. Study findings included the following: (1) students in the SDCCD population differed from those in the CGP population in that they worked more hours, took more time in the transition from high school to college, and were more predominantly male and ethnically diverse; (2) Anglo-American students performed similarly across the SDCCD on the reading test, while Asian students had the lowest English and reading test scores overall; (3) Anglo-American students performed better on the reading test than did non-Anglos; (4) approximately 93% of the Anglo-American examinees chose to enroll in a degree-applicable course, while among Latino-, Hispanic-, and African-American students, the percentage enrolling in a degree-applicable English course was approximately 67%; and (5) persistence into the spring semester did not appear to differ for the various ethnic and racial cohorts tracked in the study, although Anglo-Americans showed the lowest persistence rate. (JMC)

ED 346 939 JC 920 374

Armstrong, Bill; Takahata, Gail
Student and Faculty Evaluation of Placement Results. Results of In-Class Surveys of Faculty and Students Regarding SDCCD Placement Practices and Results.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College English; Community Colleges; Comparative

PUB DATE- 91
NOTE- 10p.; The Southern Child Care Support Program in Australia is funded by the Commonwealth Dept. of Health, Housing and Community Services.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Disabilities; Early Childhood Education; Foreign Countries; Inservice Teacher Education; Interpersonal Competence; *Mainstreaming; Peer Relationship; Program Descriptions; *Skill Development; Social Development; *Social Integration; Young Children
IDENTIFIERS- *Australia (Adelaide); Caregiver Training

The Southern Child Care Support Program was established in 1986 to help children with disabilities gain access to child care services. The program consists of a team of four Integration Support Workers who are able to provide support in 27 child care centers in the region of Adelaide, Australia. The program's model of child care focuses on three factors: (1) children's social integration; (2) the development of child care staff's skills; and (3) eventual withdrawal of support. The basis of social integration lies in giving a child with a disability the opportunity to observe, model, and practice social skills. In this program, workers develop social integration programs for the children and implement the programs in the child care centers. To facilitate children's social integration, the program helps caregivers develop their skills at identifying children's needs and programming for these needs, and at using specific techniques to deal with children's disabilities. Once caregivers' skills are developed and children have been integrated into the centers, the program withdraws its support to prevent children or staff from developing a dependency on the support. (BC)

ED 346 957 PS 020 451

Balageur, Irene; And Others
Quality in Services for Young Children: A Discussion Paper.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Childhood Needs; *Early Childhood Education; *Educational Assessment; Educational Policy; *Educational Quality; Parent School Relationship; Physical Environment; School Community Relationship; Standards; Training; *Young Children
IDENTIFIERS- *Europe; *Quality Assurance; Quality Indicators

This document is a combined version of two papers originally presented at a 1990 European seminar on quality in services to young children. The papers, which considered the definition of quality in child services and the topics of quality assurance and monitoring, respectively, were revised in the light of comments made during and after the seminar in order to produce a single discussion document. In its discussion of quality in child services, the document takes into consideration the viewpoints of children, parents, and professionals, and examines quality in child services from a broad and value-based perspective, rather than a perspective that stresses limited and quantitative measures of quality. Criteria for measuring quality in child service programs are organized into 10 areas:

replication, covering the following steps: (1) validating the program philosophy; (2) assessing needs; (3) designing the model by identifying supporters, defining expectations, securing funding, selecting staff, determining the site, and scheduling start-up activities; (4) recruiting and training the older adults and recruiting the young participants; (5) making the connections between the volunteers and the children and monitoring the participants' progress; and (6) evaluating the project. Sections IV and V offer recommendations about program planning and a summary. Appendixes contain budget, staffing, training, and promotional information, and other relevant materials. (AC)

ED 346 975 PS 020 591

Family Friends in Homeless Shelters.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 92
NOTE- 33p.; For related documents, see PS 020 592-594.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Family Problems; Family Programs; Helping Relationship; *Homeless People; *Intergenerational Programs; Middle Aged Adults; *Older Adults; Program Descriptions; Social Support Groups; *Volunteers; Volunteer Training; *Young Children
IDENTIFIERS- Adult Child Relationship; Family Advocacy; *Family Friends Program

Family Friends is a nationwide outreach program that enlists the support of senior volunteers in providing nurturing help to children and their parents. Homeless Children is a branch of the program in which volunteers are matched to homeless families with young children, and, during biweekly visits to homeless shelters, become surrogate grandparents to the children. The volunteers serve as tutors and role models to the children and as advocates and sources of information to the families. Each local Family Friends/Homeless Children project involves a coalition of agencies. Each project has: (1) a project director, who is a trained professional with experience with at-risk families; (2) an advisory committee of community leaders, professionals, and specialists; (3) a local sponsoring agency that recruits and trains volunteers, provides education and recreation, works with public schools, serves as a liaison with health projects for the homeless, and provides information to families; and (4) volunteers, who are screened and trained. Establishing a Family Friends/Homeless Children program involves recruiting and training volunteers, selecting families to participate in the program, fundraising, and promoting and evaluating the program. (BC)

ED 346 976 PS 020 592

JobStart: The Road to Independence.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 92
NOTE- 33p.; For related documents, see PS 020 591-594.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Career Planning; Check Lists; *Disabilities; Education Work Relationship; Helping

predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the development of children's social competence than do other parenting styles. Five references are cited. (BC)

ED 346 993 PS 020 667

Kinley, Gary J.; And Others

A Survey of the Salaries, Benefits, and Working Conditions for California Child Care Resource and Referral Staff.

PUB DATE- Oct 91

NOTE- 74p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Agencies; Demography; Early Childhood Education; Employer Employee Relationship; *Fringe Benefits; Insurance; *Personnel Policy; *Qualifications; Questionnaires; *Salaries; State Surveys; *Work Environment

IDENTIFIERS- *California; Resource and Referral Service

This document reports the results of a survey of resource and referral programs and their parent agencies. All the agencies were members of the California Child Care Resource and Referral Network. The survey instrument was a 96-item questionnaire divided into four sections: (1) staff salaries and qualifications; (2) working conditions; (3) benefits; and (4) agency profiles. A total of 48 agencies, or 84 percent, responded to the survey, which was conducted between May and July of 1991. The report presents data on staff salaries by position for the sample as a whole and for various subsamples according to agency characteristics. Data on working conditions relate to the work day, staff training, personnel practices, and staff meetings. Data on employment benefits concern holidays, sick leave, and vacation; leaves of absence; insurance; salary reduction plans; and retirement benefits. Agency profiles describe the gender, racial, ethnic, and age composition of resource and referral staff. Data presented in 21 tables and 9 figures accompany the discussion in the text. Based on the data in the report, 15 conclusions are drawn, and based on these conclusions, a series of 12 recommendations is offered. The survey cover letter and questionnaire are appended. (BC)

ED 346 994 PS 020 669

Cooke, Betty

Changing Times, Changing Families: Minnesota Early Childhood Family Education Parent Outcome Interview Study.

PUB DATE- Mar 92

NOTE- 217p.; Separately published 8-page "Summary" is appended.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Attitude Change; Child Development; Child Rearing; Early Childhood Education; Early Parenthood; Family contributors of the book. This book includes 34 tables, 15 figures, and 4 maps. (LP)

ED 347 012 RC 018 644

Galbraith, Michael W., Ed.
Education in the Rural American Community: A Lifelong Process.
PUB DATE- 92
NOTE- 386p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Church Role; *Community Involvement; *Elementary Secondary Education; Extension Education; Higher Education; Library Role; *Lifelong Learning; Minority Groups; *Rural Education; School Community Relationship; Special Education; Vocational Education; Womens Education

This book provides a conceptual and practical framework for understanding lifelong education in the context of the multifaceted rural community. The goal of the discussion is to develop educational programs involving new combinations of services and new organizational arrangements so that individuals will become resourceful, autonomous, and continuous learners within the various contexts of their community. It contains the following chapters and authors: (1) "Lifelong Education and Community (Michael W. Galbraith); (2) "The Rural Context for Education: Adjusting the Images" (Daryl Hobbs); (3) "Elementary Education" (Ivan D. Muse and Gloria Jean Thomas); (4) "Secondary Education" (Paul Nachtigal); (5) "Vocational Education" (David Little and Robert Priebe); (6) "Special Education" (Doris Helge); (7) "Higher Education" (Douglas M. Treadway); (8) "University Extension" (John T. Pelham); (9) "Rural Community Adult Education" (Michael W. Galbraith and David W. Price); (10) "Special Interest Organizations" (William S. Griffith); (11) "The Rural Public Library" (Bernard Vavrek); (12) "Churches and Religious Education" (Paulette T. Beatty and Barbara P. Robbins); (13) "Educational Needs of Rural Women" (Vicki Luther and Marian Todd); (14) "Rural Education and Minorities" (Ray Barnhardt); (15) "Resources for Rural Lifelong Education" (Jacqueline D. Spears, Gwen Bailey, and Sue C. Maes); and (16) "Future Prospects for Rural Lifelong Education (Michael W. Galbraith). The appendix contains resources for rural lifelong education. (KS)

ED 347 013 RC 018 648

Murray, J. Dennis
Rural County Report. County Level Data Base.
PUB DATE- Feb 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; *Demography; Educational Attainment; Employment Patterns; Enrollment; Housing; Mortality Rate; Population Distribution; *Rural Areas; *Rural Urban Differences; Salaries; Social Indicators; *Urban Areas; Wages
IDENTIFIERS- *Counties; *Pennsylvania

This report represents a county-level Pennsylvania data base focused on variables of significance to rural communities. The data includes computations of per capita rates for counties in rural, urban influence, and urban clusters. This report is intended for comparing rural counties to other areas of the personnel costs; and (3) that in providing more opportunities for better-educated people, firms requiring larger complements of educated personnel infuse more families with educated adults into the community and help retain within the community educated persons who would otherwise have sought employment elsewhere. An exploratory case study of Pulaski County, Kentucky suggested that employers requiring higher percentages of educated personnel, participated in more school activities than employers requiring lower percentages of educated personnel. A telephone survey of parents of high school seniors in four Virginia and one Kentucky high school found: (1) parents' attitudes were not affected by an occupational environment which demonstrates the economic value of education perhaps due to the short experience; but (2) that parents with more schooling participated in more school activities than parents with less schooling. Appendix 1 provides a table of school support activities of selected major manufacturing and service producing employers in Pulaski County. Appendix 2 contains variables included in the Parent Participation Scale. (KS)

ED 347 031 RC 018 724

Baldwin, Mark, Comp.; Seaberg, Anita, Comp.
1991 Nature Educators of the Year Recognized by the Roger Tory Peterson Institute of Natural History. Award Winners and Noteworthy Programs.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; *Community Programs; Elementary Secondary Education; *Environmental Education; *Experiential Learning; *Outdoor Education; Program Descriptions; *School Activities; Teachers
IDENTIFIERS- Natural History; *Nature Study; Roger Tory Peterson Institute of Natural History

The Roger Tory Peterson Institute's Nature Educators of the Year program recognizes teachers who have successfully implemented education programs that effectively connect children to nature, and that can be replicated by others. Two awards of $1,000 each were given in 1991. One of the recipients, Steven Prchal, is executive director of Sonoran Arthropod Studies, Inc., which educates the public about the importance of insects and other arthropods. The other recipient, Diane Temple, is a second grade teacher who integrates nature study into her students' curriculum through weekly nature walks. In the second part of the booklet, the following noteworthy programs are described: (1) an interactive nature radio program; (2) an animal rehabilitation program; (3) a curriculum on the local environment; (4) a community wildlife walk; (5) a wetland reclamation project; (6) nature education through legends and fables; (7) community bat education; (8) a prairie restoration project; (9) horticulture therapy for handicapped children; (10) bird walks for elementary students; (11) a preservation project for Florida scrub land; (12) environmental education for community decision makers; (13) a nestbox program for future farmers; (14) a citizen action project for local nature trails; (15) a middle school field research project; and (16) an ecological "All Species Day." Descriptions include the name and address of the project directors. (KS)

National Curriculum: Reflections on the English Experience" (Burkhardt); (6) "Mathematics Curriculum Reform--One Country's View" (Cockcroft); (7) "The Current State of School Mathematics Education in Belgium (Flanders)" (Ervynck); (8) "The Political Realities for Mathematics Education" (Dossey); (9) "Leading the Reform in Mathematics Education" (Frye); (10) "The Mathematical Sciences Education Board of the National Research Council" (Hill); and (11) Can the United States Afford Not to Have a National Mathematics Curriculum?" (Ralston). Among papers included in Part 2 are the following: (1) "The Role of Calculators and Computers in the Teaching of Mathematics" (Brolin); (2) "Some Aspects of Teaching Stochastics in Hungary" (Szendrei) and (3) "The Teaching of Fractions: A Challenge to Mathematical Education (Avila, Lluis, Mancera). Among papers included in Part 3 are the following: (1) "The Beliefs Underlying UCSMP" (Usiskin); (2) "Mathematics Specialists in the Elementary School" (Sheila Sconiers); and "Reflections on Evaluating Innovative Curriculum Projects" (Mathison). (MA)

ED 347 049   SE 051 993

Calinger, Betty J., Comp.; Walthall, Barbara, Comp.
Science, Mathematics, and Technology Education Sourcebook, 1990-1991.
PUB DATE- 90
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Directories; Elementary Secondary Education; Grants; Mathematics Education; *Museums; *Organizations (Groups); *Publications; Resource Materials; Science Education; *Science Teaching Centers; Technology

This sourcebook lists over 2,000 programs, people, projects, publications, and organizations that seek to improve the quality of teaching and learning in science, mathematics, and technology education. This sourcebook, previously titled "AAAS Science Education Directory," has expanded its coverage to include the listings for all the state coordinators for the Dwight D. Eisenhower Science and Mathematics Education Program, updated lists of the National Science Foundation staff and key Congressional staff, 50 additional programs for students, parents, and teachers, some 40 more museums and science and technology centers, community-based organizations and their projects, and programs, publications, and organizations that target underrepresented groups. Sections include: (1) "AAAS Information and Programs" (i.e., AAAS Programs for Education and Human Resources); (2) "AAAS Affiliated Organizations" (i.e., Affiliated Academies of Science, Affiliated Organizations and Societies); (3) "State Agencies" (i.e., Associations of State Supervisors of Mathematics, Council of State Science Supervisors, Dwight D. Eisenhower Mathematics and Science Education Program State Coordinators); (4) "Congressional Committees"; (5) "U.S. Federal Departments and Agencies" (i.e., U.S. Department of Education, U.S. Department of Energy, National Science Foundation, U.S. Department of Agriculture, National Institutes of Health); and (6) "Other Resources" i.e., national centers, offices, and advisory groups; museums, science technology centers). The information is indexed by name, organization and program, geographical area, and publication. (KR)

ED 347 050   SE 051 994

Differences; *Student Attitudes; Track System (Education); Vocational Interests

IDENTIFIERS- Fennema Sherman Mathematics Attitudes Scales; Middle Schools Students

The relationship of attitudes toward mathematics to mathematics performance, gender, mathematics course-taking plans, and career interests were investigated. Students enrolled in public middle and high school mathematics courses (722 male, 794 female) served as subjects. The Fennema-Sherman Math Attitude scales were used to measure attitudes toward mathematics, a background/future plans questionnaire was administered to assess course-taking plans and career interest, and final mathematics course grade was used as a measure of mathematics performance. Results showed that attitudes toward mathematics were predictive of final mathematics course grade and the intention to continue to participate in mathematics courses once enrollment becomes optional. Attitudes also discriminated among students with different career interests. Students in more accelerated mathematics "tracks" had more positive attitudes, greater intention of taking optional mathematics classes, and were interested in more mathematically-related careers. Males and females were equally likely to express plans to take mathematics courses once participation became optional. Overall, females' attitudes were more positive than expected. However, their lack of confidence in their abilities to learn mathematics and their higher levels of mathematics anxiety, coupled with a lack of interest in more mathematically-related careers, suggest that important gender differences still exist. (Author)

ED 347 067   SE 052 512

Pirie, Susan; Kieren, Thomas

A Dynamic Theory of Mathematical Understanding: Some Features and Implications.

PUB DATE- Apr 91

NOTE- 9p.; For related conference paper "The Characteristics of the Growth of Mathematical Understanding," see ED 337 347.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; Cognitive Mapping; *Concept Formation; Elementary Secondary Education; Foreign Countries; Fractions; *Knowledge Level; Learning Theories; *Mathematical Models; Mathematics Education; Mathematics Instruction; Thinking Skills

IDENTIFIERS- Constructivist Learning; *Mathematical Theory

Given the current and widespread practical interest in mathematical understanding, particularly with respect to higher order thinking skills, curriculum reform advocates in many countries cite the need for teaching mathematics with understanding. However, the characterization of understanding in ways that highlight its growth, as well as the identification of pedagogical actions that sponsor understanding, represent continuing problem areas. This paper presents the theoretical basis for a companion document, entitled "The Characteristics of the Growth of Mathematical Understanding." It shows a theory of mathematical understanding that is based on the consideration of understanding as a whole, dynamic, levelled but non-linear process of growth. A model for the theory is represented by eight embedded rings, each representing a level of understanding activity attainable for eight activities involving the issues of timing, quantity, quality, and distribution of water resources in the Everglades; and (6) a series of appendices that provide background information for the activities, supplementary activities, songs, a vocabulary of common Everglade and ecological terms, and a list of resource materials and bibliography. Each lesson plan begins with a section containing pertinent subject areas, length of activity, location, and key vocabulary. This section is followed by instructional objectives and methods, background information, materials, procedures, and an evaluation section. (MCO)

ED 347 084   SE 052 911

Gess-Newsome, Julie; Lederman, Norman G.
Biology Teachers' Perceptions of Subject Matter Structure and Its Relationship to Classroom Practice.
PUB DATE- 91
NOTE- 56p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Case Studies; Classroom Observation Techniques; *Classroom Techniques; *Cognitive Structures; High Schools; Interviews; Qualitative Research; Science Education; *Science Instruction; *Science Teachers; Scientific Concepts; Secondary School Science; Teacher Qualifications; Teacher Student Relationship; Teaching Experience; *Teaching Methods; Textbook Content
IDENTIFIERS- *Teacher Knowledge

Current reform efforts in the teaching of high school biology demonstrate the need for a synthetic treatment of prominent concepts. There exists insufficient research that delineates the global content understandings--in this paper designated subject matter structures (SMS)--of biology teachers; or that assesses whether these SMS do, in fact, translate themselves into classroom practices. The purpose of this investigation was to determine the nature of biology teachers' SMS and the relationship of these structures to classroom procedures. Case studies of five biology teachers from five different high schools in a small region of a western rural state were conducted utilizing interviews, classroom observations, anecdotal data, and analyses of instructional materials. In phase 1 of the study, initial interviews were held in order to construct an academic and professional profile of each teacher. In phase 2, each teacher was observed during 15 periods within the same semester. The data were analyzed qualitatively to determine which SMS the teachers demonstrated within the classroom teaching context. These observed-SMS were compared to the SMS provided by the teachers in post-observation interviews and to the SMS encouraged by the text. In general, teachers' SMS tended to be fragmented, indicating the absence of coherence necessary to the integration of biological concepts within classroom instruction. Mediating variables between teachers' SMS and their classroom techniques included teachers' intentions, knowledge of textbook content, pedagogical knowledge, student curiosity and level of interest, teacher autonomy, and time constraints. (40 references) (JJK)

ED 347 085   SE 052 915

teachers to implement an interdisciplinary program in which students learn about environmental problems and come to understand them as civic issues that can be addressed by their own personal actions. (DB)

ED 347 102   SO 021 639

Mayton, Daniel M., II
Values and the Salience of the Nuclear Threat: Social and Developmental Implications.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Age Differences; *Attitude Measures; *Developmental Psychology; Developmental Stages; *Nuclear Warfare; Peace; *Social Science Research; *Values; World Affairs; World Problems

This study was designed to identify developmental differences in the value priorities for individuals who spontaneously expressed a concern about nuclear war and those who did not. The Rokeach Value Survey and the Spontaneous Concern About the Nuclear Threat Scale were administered to a sample of over 5,000 adolescents and over 900 adult community members in the rural inland northwest. About one in four of the adolescents and older adults expressed concern about nuclear war. A significantly smaller proportion of the younger adults expressed concern about a nuclear war than the adolescents and older adults. Value priorities were found to differentiate significantly the two concern groups across the age span. Adolescents and adults who expressed concern about a nuclear war placed higher priorities on the social values of a world at peace. Respondents who did not express a concern about nuclear war placed higher priorities on the individual values of an exciting life and pleasure. (A list of 14 references and a number of tables conveying the survey data are appended.) (Author)

ED 347 103   SO 021 663

Promises To Keep... Arts Education Task Force Report.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *At Risk Persons; *Curriculum Development; *Educational Philosophy; Elementary Secondary Education; *Facility Requirements; Fine Arts; *Graduation Requirements; Teaching Methods; Visual Arts
IDENTIFIERS- *North Carolina

An arts education task force was set up in North Carolina to identify critical issues related to arts education and to make recommendations for improving the public school programs. Fourteen recommendations are documented including that: (1) the Department of Public Instruction, the State Board of Education

VII and non-Title VII resources. Section two treats issues of institutionalization and discusses staff and faculty resources; inter- and intra-departmental coordination; recognition of student characteristics; student recruitment; budget planning; and cost assumption. The final section considers EPTP evaluation concerns wherein the group participants sought to develop a comprehensive framework for program assessment procedures. The agenda, participant data, and other conference information are appended. (LL)

ED 347 125 SP 033 481

Meredith, Sydney
Fitness Unfolding: How To Begin and Maintain a Quality, Healthy Lifestyle. Tips, Guidelines, Resources, and References.
PUB DATE- 91
NOTE- 229p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Aerobics; *Dietetics; Elementary Secondary Education; *Exercise; *Health Promotion; Higher Education; Holistic Approach; Lifetime Sports; *Nutrition; *Physical Fitness; Reference Materials; Resource Materials; Teacher Certification
IDENTIFIERS- *Health Related Fitness

This book presents a holistic approach to fitness, opens channels of information, and identifies useful resources and references. After an introduction to the subject of health related fitness, the book presents 12 chapters answering the following questions: (1) Why Not Be Fit? (2) What Is Physical Fitness? (3) Why Participate in Fitness? (4) What Is Aerobic Exercise? (5) What Are Your Aerobic Workout Alternatives? (6) Who Should Participate and What Pre-exercise Steps Should They Take? (7) How Do You Begin an Exercise Program? (8) How Do You Select, Evaluate, and Get the Most from Your Fitness Class? (9) How Do You Work Out on Your Own? (10) What Are the Basics of a Proper Diet? (11) How Do You Lose Fat Weight? and (12) How Do You Prevent Health Problems? A book bibliography, additional book resources, glossary, index, 14 tables, 2 charts, and 2 worksheets are included. Appendices include information about professional associations offering teacher certification programs, and sources of referenced magazines, abstracts of reference books and recommended magazines, a list of newsletters, and a section on bolstering personal appearance. (LL)

ED 347 126 SP 033 486

Duhon-Sells, Rose
Multicultural Education Is Essential for the Academic Success of Schools in the 21st Century.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; *Educational Objectives; Educational Principles; Elementary Secondary Education; *Equal Education; Futures (of Society); *Multicultural Education; Population Trends

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *College School Cooperation; Dropout Prevention; Drug Education; Elementary Secondary Education; Higher Education; *Institutional Role; Lifelong Learning; Mathematics Education; Multicultural Education; Preschool Education; Preservice Teacher Education; *Program Descriptions; School Readiness; Science Education; Science Teachers; *Student Educational Objectives; *Teacher Education Programs
IDENTIFIERS- America 2000; *American Association of Colleges for Teacher Educ; Education Summit 1989 (NGA); *National Education Goals 1990

This booklet describes projects undertaken at American Association of Colleges for Teacher Education (AACTE) institutions in response to the National Education Goals and "America 2000." Following an introduction by Dr. Marilyn J. Guy, AACTE President, the publication is organized by goal as follows: (1) "Readiness for School" presents projects serving young children and parents and programs for children with special needs; (2) "High School Completion" discusses partnerships with schools to meet the needs of students and teachers, services provided to elementary and secondary students by faculty and students, recruitment of minority students into teaching, special teacher preparation programs for bilingual education, multicultural education, inner-city schools, and at-risk students; (3) "Student Achievement and Citizenship" offers projects serving children with special needs and at specific levels; (4) "Science and Mathematics Achievement" deals with enhanced preparation of teachers, partnerships, and projects serving special students; (5) "Adult Literacy and Lifelong Learning" addresses fostering workplace education, recruiting minority students as teachers, and tutoring projects; and (6) "Safe, Disciplined, and Drug-free Schools" emphasizes drug-awareness programs. The document concludes by reframing the six Goals to reflect the perspective and involvement of teacher education. (LL)

ED 347 145 SP 033 921

Wilson, Sally J. S.
The Study Skill Competency Program of the Tri-County Master Tutors Network of South Carolina.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Elementary Secondary Education; Lesson Plans; Listening Skills; Memorization; Notetaking; Postsecondary Education; Reading Skills; Research Skills; Student Behavior; Student Educational Objectives; *Study Guides; *Study Skills; *Teaching Methods; Test Wiseness; Time Management; Tutoring; Writing Skills

The objective of the Master Tutors Network Study Skill Competency Program is to equip students with study skills that will improve the quality of their academic work. The program can be tailored to fit the needs of primary through postsecondary level students. The core of the program is eight study skills which are presented to the learner in a sequenced, competency-based instructional program. The specific study skills are:

21 percent of students indicating a desire to return to the school. Three recommendations are offered to improve program implementation regarding maintenance of parental involvement, establishing numerical targets for thematic infusion, and improving academic performance. The Latin Grammar Contractual Agreement and information on extended day classes and activities are appended, and 13 tables and figures provide supplemental data on achievement, enrollment, and participant attitudes. Contains 5 references. (LB)

ED 346 718 FL 020 407

Robinson-Lewis, G.
King Latin Grammar Magnet Middle School: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 47p.; For other evaluation reports, see FL 020 401-408 and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; Enrollment; Formative Evaluation; Junior High Schools; *Latin; *Magnet Schools; Middle Schools; Parent Attitudes; Participant Satisfaction; Performance Contracts; Program Evaluation; Program Implementation; Public Schools; School Desegregation; *Second Language Programs; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO; Middle School Students; *School Uniforms

An evaluation of the first year of the Martin Luther King, Jr., Latin Grammar Magnet Middle School in Kansas City, Missouri, is reported. The program is evaluated in terms of enrollment and program capacity, implementation, perceptions and achievement. Findings indicate that certain instructional goals (i.e., computer application, public speaking, memorization, and required reading) were not being fully implemented, although Latin infusion by all teachers was observed in the classrooms 12 percent of the time. Overall, parents and teachers were satisfied with the magnet but students were slightly less favorable, citing dissatisfaction over uniforms, peer behavior, safety, and lack of challenge. Achievement outcomes were well below district and national norms. Recommendations are offered regarding parental involvement, numerical targets for thematic infusion, compliance with the uniform policy, and improving achievement. The Latin Grammar Contractual Agreement and information on extended day classes and activities are appended, and 14 tables and figures provide supplemental data on achievement, enrollment, and participant attitudes. (LB)

ED 346 719 FL 020 408

Robinson-Lewis, G.
D. M. Pinkerton Latin Grammar Magnet Middle School: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 62p.; For other evaluation reports, see FL 020 401-407, and FL 020 427-428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Elementary Education; Enrollment; *Latin; *Magnet Schools; Parent Attitudes; Participant Satisfaction; Performance

collaboratively is examined. The proposed organizing framework is referred to as the constituents of an educational theory of language, with specific reference to the British Association for Applied Linguistics conference. Two sets of points are identified as axiomatic: (1) the distinction between written and spoken language is an extreme idealization; and (2) a particular cluster of language characteristics (standard, written, formal) is fundamental to the British education system. It is suggested that the relationship between the social institution of the education system and the concepts of written and standard language must be analyzed. An educational theory of written language must include the following components: an institutional basis, a sociocultural basis, a developmental aspect, a way to handle descriptive information, a theory of language variation, a language policy and planning component, and ways to relate language studies to pedagogical and classroom practice. Each of these aspects of the theory is discussed in some detail. Contains 70 references. (LB)

ED 346 739 FL 020 462

Meinhof, Ulrike Hanna
Predicting Texts: Aspects of a Strategic Model of Text Comprehension.
PUB DATE- 87
NOTE- 17p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Applied Linguistics; Foreign Countries; *Instructional Materials; Linguistic Theory; Models; Prediction; *Second Language Learning; *Teaching Methods; Text Structure; Written Language
IDENTIFIERS- *Authentic Materials

The concept of authenticity in foreign language pedagogy is discussed with particular reference to the methodology of instructing through the medium of authentic texts. It is suggested that the use of authentic texts in a classroom setting actually deauthenticates those elements that made the texts originally authentic; i.e., placing them in a classroom falsifies their linguistic and social environment, their inscribed addressee, and their function as communicative acts. The interconnected process of authenticating and making comprehensible, by presenting some of the key strategies in the classroom, is discussed. The following types of strategies are described: activating situational knowledge; predicting the text; juxtaposing texts; and cognitive parallels. Contains 13 references. (LB)

ED 346 740 FL 020 463

Makaya, Pindi; Bloor, Thomas
Playing Safe with Predictions: Hedging, Attribution and Conditions in Economic Forecasting.
PUB DATE- 87
NOTE- 16p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English

Massachusetts State Dept. of Education, Boston.; Massachusetts State Executive Office of Economic Affairs, Boston.
PUB DATE- 90
NOTE- 113p.; Support also provided by the Massachusetts Executive Office of Labor.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Age Differences; Basic Skills; *Business; Community Colleges; Computer Literacy; Cooperative Planning; *Cooperative Programs; *Employees; Employers; *English (Second Language); Industrial Training; Organizational Effectiveness; Program Effectiveness; Program Evaluation; Program Implementation; Sex Differences; Skill Development; State Programs; Unions
IDENTIFIERS- *Massachusetts; Partnerships in Education; *Workplace Literacy

An evaluation of the Massachusetts Workplace Education Initiative brings together three phases: (1) a pilot outcome study conducted with a sample of six local workplace education programs and featuring the perspectives of workers, labor, and management; (2) program profiles for seven federally funded workplace education programs coordinated by the State of Massachusetts, Department of Education; and (3) an analysis of workplace education needs in the health care industry in Massachusetts. Perspectives of unions and management are reviewed in terms of demographics, areas of convergence, and specific interests. The discussion of the adult learner perspective takes into consideration ethnographic and gender differences. The program profiles include the following: Chinese American Civic Association/South Cove Manor Nursing Home; Mount Wachusett Community College/Digital Electric Corporation; Labor Education Center/Chamberlain Manufacturing Corporation; Employment Connections, Inc.,/Spir-it, Inc.; Quinsigamond Community College/Kennedy Die Castings Company; Lawrence Adult Learning Center/Friction Materials, Inc.; and the American Federation of State, County and Municipal Employees, Local 1776, and the University of Massachusetts. Recommendations are offered for program enhancement, program coordination, evaluation process, and marketing. Among them are the following: promote awareness of gender, age, and educational or skill level diversity; conduct cultural training workshops on-site; allocate more money on materials and resources such as dictionaries and texts; provide counseling services; include adult learners on program advisory boards; report pilot study results back to participants; and assess the magnitude of barriers to class attendance such as lack of child care, transportation, or scheduling flexibility. Items listed as appendices are available as separate documents. (LB) Adjunct ERIC Clearinghouse on Literacy Education.

ED 346 760   HE 021 063

Marchese, Theodore J.; Lawrence, Jane Fiori
The Search Committee Handbook: A Guide to Recruiting Administrators.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

excluding community colleges sponsored by the New York Board of Higher Education, state-operated/funded institutions, university centers, university colleges, health science centers, specialized colleges, statutory colleges, colleges of technology/agriculture, community colleges under the sponsorship of the New York City Board of Higher Education, all community colleges, and associated colleges. Appended materials include a chronology of dates of establishment of institutions for the SUNY system. (JB)

ED 346 778 HE 025 596

Institutional Research: Its Place in the 1990's. Proceedings of the Annual Conference of the Northeast Association for Institutional Research (17th, Albany, New York, October 21-23, 1990).
PUB DATE- 90
NOTE- 290p.; Papers beginning on pages 54 and 162 contain very light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; Affirmative Action; *Budgeting; Career Planning; College Admission; College Choice; College Faculty; Comparative Analysis; Compensation (Remuneration); Conference Papers; *Conference Proceedings; *Enrollment; Financial Support; Higher Education; *Institutional Evaluation; *Institutional Research; Meetings; Private Schools; Public Schools; *Retrenchment; Transfer Students; Two Year Colleges; Undergraduate Study; Workshops

This document contains papers presented at a conference addressing the direction for the institutional research profession in the 1990s. Papers are as follows: "Reassessing Admission Policies at Public Universities: Cognitive vs. Non-Cognitive Predictors of 'Academic Success'" (Marios H. Agrotes); "Accommodating Team Member Cognitive Styles" (Brenda L. Bailey); "Anticipated Academic and Personal Concerns of Students Prior to Transferring to a Four-Year Institution: An Initial Report" (Paul F. Bauer, Karen W. Bauer); "Evaluating Institutional Efforts to Compensate Faculty" (Scott Bodfish); "Student Intention and Retention in a Community College Setting" (Glynis Daniels); "Patterns and Predictors of Persistence in Undergraduate Majors" (Anne Marie Delaney); "Financing Undergraduate Education: Variations in Sources and Levels of Debt among Student Segments" (Anne Marie Delaney); "Assessing an Alumni Reunion Program" (Rose Bacmanski, Mark A. Eckstein); "Recruitment in the 1990's: An Empirical Investigation on the Impact of 'Message' on the Enrollment Decision Process" (David J. Costello, Kathleen Dawley); "Public Versus Private Education: The Perception of Value and the College-Choice Decision" (David J. Costello, Suzanne Szydlik, Linda Phelan); "Who are the Adult Learners in College Today and What Can We Do To Make Their Stay More Palatable?" (Denise M. Hart); "Identifying the Career Planning Needs of Community College Students: Undecided vs. Indecisive Students" (Kathleen Keenan); "A Comparison of Exit and Retrospective Surveys" (Margaret E. Madden, David Weir); "Developing Measures of Academic and Administrative Productivity During a Time of Budget Recision" (Michael F. Middaugh, Herbert M. Turner III); "The Role of Institutional Research in Developing a Campus Affirmative Action Plan," and "The Nature and Scope of Institutional Research: The Changing Face of the IR Profession" (Michael F. Middaugh); "Cultivating the Loyalty of Young Alumni to Their Alma Mater: The Success of the Cornell Tradition

ED 346 795 HE 025 614

NAIS/NACUBO Endowment Study for Independent Schools: 1991.
PUB DATE- 92
NOTE- 28p.; For related document, see HE 025 616.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Economic Development; Educational Finance; Elementary Secondary Education; *Endowment Funds; Expenditures; Financial Policy; Fiscal Capacity; Higher Education; Investment; *Private Colleges; Resource Allocation; *State Colleges
IDENTIFIERS- National Association of Independent Schools

This report presents the findings of a study of the performance and management of endowments of independent schools and of colleges and universities. A preliminary section offers information on the data collection process and describes several definitions and formula used in the analysis. Much of the report is taken up with exhibits and figures displaying endowment characteristics including assets, asset allocation, nominal and real return, the National Association of College and University Business Officers (NACUBO) historical endowment return, The National Association of Independent Schools (NAIS) historical endowment return, endowment spending rates, and investment expenses. Some of the findings are as follows: (1) 369 institutions participated in the 1991 NACUBO study and 395 reported endowment assets totaling 64.5 billion; (2) 63 institutions participated in the NAIS study and reported endowment assets totaling $1.7 billion; (3) NACUBO endowment holdings were 93 percent invested in marketable securities; (4) NAIS funds were 94 percent invested in marketable securities; (5) for the past 10 years, NACUBO and NAIS nominal returns have lagged behind the Lehman Brothers Government/Corporate Index; (6) for 1991 the average endowment spending rate for NACUBO institutions was 4.5 percent; and (7) the endowment spending for independent schools was 6.2 percent. An appendix lists institutions ranked by 1991 value of endowment assets and endowment average annual compound nominal returns by institution. Also listed are firms that contributed to funding the study. (JB)

ED 346 796 HE 025 616

1991 NACUBO Endowment Study.
PUB DATE- 92
NOTE- 423p.; A separately published 34-page "Executive Summary" and 27-page list of sponsors/contributors are appended.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Development; Educational Finance; *Endowment Funds; Expenditures; Financial Policy; Fiscal Capacity; Higher Education; Investment; *Private Colleges; Resource Allocation; *State Colleges

This report presents the results of a 1991 study of the performance and management of endowments of colleges and universities. Part I offers information on the data collection and describes several definitions and formula used in the analysis. Part II presents the report's exhibits in two sections the first of which treats endowment characteristics

Grades; *Microcomputers; *Programing; Secondary Education

This curriculum guide outlines a course on computer literacy for junior or senior high school students reflecting the technology of the early 1980s. A chart shows computer literacy scope and sequence for students in kindergarten, grades 1-2, grades 3-6, and grades 7-9. Forty lessons for the intermediate grades and high school are then presented, covering topics such as the history of computers, computer components, computer careers, keyboarding skills, programming in BASIC, advantages and disadvantages of computers, computer languages, purchasing a personal computer, word processing, database management, and spreadsheets. Each lesson includes the following sections: performance objectives, vocabulary, motivation, aim, development, application, summary, and exercises. The appendixes include: (1) suggestions for individual student projects; (2) supplemental strategies for teaching programming skills; (3) instructions for a research project on computer careers; (4) a guide to the use of computer peripherals; (5) a guide to computer selection and care; (6) a glossary of computer terms in English and Spanish; (7) a directory of software production companies; (8) a brief history of calculating and computing; and (9) a 61-item bibliography of books and periodicals. A questionnaire for the evaluation of this guide is attached. (MES)

ED 346 816 IR 014 350

An Introduction to Computer Science (Secondary Grades). Volume 1.
PUB DATE- 84
NOTE- 336p.; For volume 2, see IR 014 351.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Curriculum Guides; High Schools; *Microcomputers; *Programing; Word Processing

The first volume of a two-volume computer science curriculum guide, reflecting the technology of the mid-1980s, presents 61 lessons on advanced computer literacy topics for high school students. The majority of the lessons focus on advanced programming skills in BASIC. Other topics covered include word processing, printers, document management, text storage, and using a word processor to modify program and text files. The appendixes present lessons on 11 programing review topics. Each lesson includes the following sections: performance objectives, vocabulary, motivation, aim, development, application, summary, and exercises. (MES)

ED 346 817 IR 014 351

An Introduction to Computer Science (Secondary Grades). Volume 2.
PUB DATE- 85
NOTE- 319p.; For volume 1, see IR 014 350.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; Curriculum Guides; Glossaries; High Schools; *Microcomputers; *Programing; Programing Languages; Special Education; Spreadsheets; Telecommunications

Lowenthal, Ralph A.
The New Technologies: What Are They, How Can We Get Them, and Why Don't We Have Them?
PUB DATE- 89
NOTE- 10p.; Paper presented at the Annual Conference of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Databases; *Electronic Mail; Information Retrieval; Information Storage; *Information Technology; *Library Services; Microcomputers; *Online Systems; *Optical Data Disks; User Needs (Information)

Bibliographers and librarians are aware of the new information technologies in information storage and retrieval. CD-ROMs and online database systems are two technologies used daily to assist users in accessing needed information. Although these resources are lacking in the fields of journalism and mass communication, possibilities for computerized resources do exist: the Communication Abstracts could be transferred to an online or CD-ROM format; a new clearinghouse that is specific to journalism and mass communication instruction could be created in ERIC; and/or an electronic bulletin board could be created to facilitate the sharing of user education resources. (DB)

ED 346 835 IR 015 571

Grand Challenges 1993: High Performance Computing and Communications. A Report by the Committee on Physical, Mathematical, and Engineering Sciences. The FY 1993 U.S. Research and Development Program.
PUB DATE- 92
NOTE- 75p.; Colored photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computer Software; *Federal Government; Long Range Planning; *National Programs; Program Development; Public Agencies; Research and Development; *Technological Advancement
IDENTIFIERS- *High Performance Computing; High Performance Computing and Commun Program

This report presents the United States research and development program for 1993 for high performance computing and computer communications (HPCC) networks. The first of four chapters presents the program goals and an overview of the federal government's emphasis on high performance computing as an important factor in the nation's scientific and technological advancement, economic strength, and national security. Needs and benefits, program description, goals, strategy, and the program management approach are discussed in this chapter. Chapter two describes HPCC program components, including High Performance Computing Systems (HPCS), Advanced Software Technology and Algorithms (ASTA), the National Research and Education Network (NREN), and Basic Research and Human Resources (BRHR). Program development and agency budgets are addressed in chapter three, which includes discussions of program planning, evaluation criteria, agency budgets, and questionnaires completed by individual researchers. The main classifications of the database are listed and briefly described, i.e., application areas, economic sectors, media classification, publications content (level of complexity), and research units. The database structure is also described, including the database management system, files and record definition, and software development. Preliminary results of database implementation are briefly described: (1) a compendium of bibliographic information on the RDDU; (2) quality assessment of the RDDU; (3) quality assessment of the media used to transmit the RDDU; (4) statistical reports on the structure and composition of the RDDU and media; and (5) a catalog of the media used to disseminate the RDDU that will be published. Tables showing the subdivisions of the database classifications and sample entries from the compendium are appended. (10 references in English, 4 in Spanish) (MES)

ED 346 853   IR 053 198

Benham, Frances
College Library Technology and Cooperation Grants Program. Interim Performance Report. Higher Education Act, Title II-D.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Comparative Analysis; Evaluation Methods; Higher Education; *Intermode Differences; *Library Instruction; Online Systems; Optical Data Disks; *Reference Services; *Teaching Methods; *Technical Writing

The objectives of this study were to develop comparative research data on two library instruction methods in order to improve student skills in collecting information, evaluating material critically, and communicating effectively through writing, as well as to evaluate a methodology for the assessment of library instruction. The traditional orientation lecture was provided near the beginning of the semester to two sections of a technical writing class for undergraduate engineering students. In two other sections, instruction in CD-ROM databases, end-user online searching, and traditional sources was integrated into the curriculum. A total of 56 technical writing students completed the requirements of the study and provided research papers for data analysis. The Kohl/Wilson scoring method was used to check each bibliography to determine: (1) if the source use was appropriate for the topic; (2) if the source selected represented the need for current versus retrospective materials; and (3) the quality of the source for the topic. Results indicated that the addition of automated bibliographic sources had not made a difference in the bibliographies. The project will be continued for four more semesters. (22 references) (MES)

ED 346 854   IR 053 493

Collection Development Policy, United States Documents Selective Depository Collection.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

"small." Correlational findings also show the strength of relationship, year-by-year, among the study variables. Trends and forecasts of 28 variable-and-composite combinations are shown in 8 tables and 28 figures. Some estimates of future growth through 1990 are presented, together with suggestions for future research. Appended materials include a listing of the nine Purdue reports; a listing of National Center for Education Statistics (NCES) data source documents; correlations of 16 variables year-by-year from 1951 to 1985 presented in the form of a conversation between two fictitious library directors, one newly-appointed and the other (retiring; and a description of the composition of ARL subgroups based on 1985 data. (40 references) (Author/BBM)

ED 346 871 IR 054 077

Greer, Barbara A.
State Book Award Programs: Putting Children's Choices in the Media Collection. A Scholarly Study.
PUB DATE- 92
NOTE- 85p.; Requirements for Degree of Educaional Specialist, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; *Library Material Selection; Media Specialists; Predictor Variables; *Reading Material Selection; School Surveys; *State Programs
IDENTIFIERS- *Book Awards; *Student Preferences

The purpose of this study was to examine children's choice state book award programs to determine their impact on the media collection and, ultimately, on what students were reading. Questionnaires were sent to 40 randomly selected schools in 5 states (Georgia, Ohio, Texas, California, and Vermont) with active (1991-1992) state book award programs. Data were collected on demographics, funding, selection process, participation factors, media collection, and student checkout of award winning books. Descriptive statistics were used to answer the research questions. Responses received from 62% of the schools surveyed indicated that 53.2% of the respondents consistently participated in their state book award programs with another 20.2% participating some of the time; most schools had participated for more than 4 years. Generally, the schools surveyed had under 1,000 students served by a full-time media specialist and a full-time clerk (24.2%) or a full-time media specialist (29.8%). Funding seemed to play a minor part (16.9%) in a school's participation in their state book award program. Another major finding indicated that over a third of the schools surveyed purchased all titles on the nominees/winners list. It was also shown that, if given a choice, students preferred to check out the children's choice state book award winners over the adult-chosen award books such as the Newbery or Caldecott. The results of this study indicate that children's choice state book award programs have had an effect on the media collection and on student's reading. Appendices provide a list of the addresses for sponsors of the state book award programs 1991-1992 from whom responses were received and a letter to sponsors requesting information; the survey questionnaire and cover letter to media specialists; and respondents' comments from the questionnaire. (29 references) (Author/BBM)

ED 346 872 IR 054 080

College, which offers a highway maintenance worker training program, a full-time law enforcement training academy, an affordable retirement recreation program, and a flight nurse training program; (2) Clackamas Community College in Oregon, which has joined with five other institutions and agencies to sponsor a business training center; (3) Columbia Basin College in Washington, which has developed literacy programs for immigrants and workers, an academic assistance program for high-risk high school students, and family-centered education for rural Hispanic and Laotian families; (4) Community College of Rhode Island, which offers a variety of services to promote educational attainment among minorities; (5) Jackson Community College in Michigan, which offers Strategic Modernization and Advanced Readiness Training for manufacturers; (6) Mississippi Gulf Coast Community College, which supports economic development through a variety of collaborative efforts to train and retrain workers; (7) Piedmont Community College in North Carolina, which uses the Transformation of American Industry model to help local industries develop quality teams of workers; (8) Southwest Virginia Community College, which has developed a new partnership with a local manufacturer for worker training; (9) Tri-Cities State Tech in Tennessee, which has implemented several "Community of Excellence" programs to serve the community in the year 2000 and beyond; and (10) Vincennes University in Indiana, which offers job training for welfare recipients and is the sponsoring agency for the Area Agency on Aging and its Community Home Options to Institutional Care for the Elderly and Disabled project. (JMC)

ED 346 889 JC 900 585

Doser, Beatrice
Effective Board/President Relations.
PUB DATE- Feb 90
NOTE- 7p.; Paper presented at an In-Service Meeting of the Michigan Community College Association (February 2-3, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; *Board Administrator Relationship; *College Administration; *College Presidents; *Community Colleges; *Governing Boards; Higher Education; Institutional Mission; Intergroup Relations; Management by Objectives; Organizational Effectiveness; *Organizational Objectives; Trustees; Universities

College presidents have been described as visionaries responsible for shaping a school's objectives and matching talents with resources to realize those goals. College trustee boards must provide the continuity and stability necessary to guarantee the integrity of the college. Because boards have a 15-20% turnover annually, trustee education must be a high priority for boards. A board retreat with the president and all trustees present is good way to introduce a new trustee and a president and to impart values and vision. Among the board members, it is most often the chairperson who communicates the interests and concerns of the board to the president. The chair's relationship to both fellow board members and the president must be excellent if the college is to attain and maintain excellence. Hiring a college president is the most important task a board can face; a task which can be long and arduous. Establishing and maintaining a good president/board relationship will reduce the likelihood that a president will need to be replaced. Boards and presidents should sit down to organizational communication, project management, management-by-objectives, a modified Developing A Curriculum (DACUM) process, and total quality management techniques for the purpose of program review. When a program is selected for evaluation, the major tasks of the project are identified and given a time framework. The plan is reviewed with administrative and instructional staff. A list of competencies to be achieved by a graduate of the program is designed to meet entry-level skills for industry. Industries are selected to participate with members of the program advisory committee in reviewing, modifying, and ranking the list of competencies. This list is compared to the existing program to identify deficiencies and areas of overlap. Then, manpower, equipment, laboratory, and space requirements are evaluated. After program approval by the administration, the instructional staff use the recommended competencies to identify general instructional objectives for each course. Implementation of these recommendations is completed within 2 academic years, with student feedback solicited during the implementation process. A 22-item bibliography and charts of the CPD model are appended. (JSP)

ED 346 906 JC 920 331

Report on Fiscal and Compliance Accountability: Fiscal Year 1990-91. Report 92-2.
PUB DATE- Jun 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Average Daily Attendance; College Planning; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; *Financial Policy; Financial Services; Money Management; State School District Relationship; State Standards; State Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

A summary of the results of various California community college financial audits and reviews for fiscal year (FY) 1990-91 are presented in this report. Section I explains the scope, purpose, and procedures of annual financial and compliance audits which are conducted to evaluate financial statements, encourage sound fiscal management practices, ensure proper use of public funds, and strengthen fiscal accountability at the district level. This section includes an analysis of the 645 citings contained in the FY 1990-91 audits. Section II describes the design and implementation of a system for monitoring and evaluating the financial condition of community college districts. Section III presents a summary of the results of a study of coordinated accountability efforts and the changes that have occurred in coordinated program reviews, focusing on the discontinuation of site visits. Section IV discusses the proposed revision of the "Community College Budget and Accounting Manual" intended to make community college accounting techniques more consistent with generally accepted governmental accounting procedures. Appendixes provide federal and state compliance requirements, and contracted district audit manual revisions as of March 1992. (JSP)

ED 346 907 JC 920 332

Oregon Tech Prep/Associate Degree Program: Developing a High Performance Workforce.
PUB DATE- 92
NOTE- 16p.; A policy paper issued by the State Board of Education

budget preparation. The results/evaluation phase of the plan examined the college from four perspectives, that of the institution, of the operational units, of the personnel in these units, and of the students. Each of the three overall components served as an integral part of JSCC's efforts to achieve effectiveness. (JMC)

ED 346 923 JC 920 353

McDonald, Cathryn A.; Clements, Ben A.
Using Institutional Effectiveness To Refocus the Institution's Efforts.
PUB DATE- Jun 91
NOTE- 9p.; Paper presented at the Annual Summer Institute on Institutional Effectiveness and Student Success (3rd, Greensboro, NC, June 23-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Planning; *College Role; Community Colleges; Institutional Mission; *Organizational Climate; Organizational Objectives; Program Improvement; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Jefferson State Community College AL

Jefferson State Community College (JSCC), in response to external requests for accountability, developed an institutional effectiveness plan which, while demonstrating accountability, was primarily designed to improve the programs and services of the college. JSCC's plan was comprised of three components: purposes, plans, and results. As the initial step in implementing the institutional effectiveness plan, 38 operational units, ranging from Executive Leadership to the Department of Safety and Security, were identified. These functional entities were chosen by the college rather than organizational units, since activities are conducted and plans implemented at these lower operational levels. Each unit wrote a purpose and commitments statement, which linked its purposes to fulfillment of the college purposes and described the functions performed by the unit in achieving those purposes. The next step was to identify the intended outcomes or expected results. The final step in clarifying the roles of the operational units involved discussions between the units and the deans to whom they answered. As a result of this effort, roles of the operational units and their relation to the college purposes were clarified. One unexpected outcome of the project was increased awareness, particularly in the areas performing primarily administrative services, of the fact that the units existed to serve students, even if only indirectly. The document includes a table of purposes/commitments/expected results for three operational units. (JMC)

ED 346 924 JC 920 354

Witter, Susan
Re Thinking the Public Sector Role in Training: A B.C. College's Response.
PUB DATE- Jul 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Analysis; Mathematics; Multicampus Districts; Remedial
Programs; *Student Attitudes; *Student Placement; Tables
(Data); *Teacher Attitudes; *Testing Programs; *Test Validity;
Two Year Colleges

In the fall of 1988, a stratified sample of courses at City, Mesa, and Miramar colleges in the San Diego Community College District (California) were surveyed as part of a skills assessment research project. For classes into which students were placed on the basis of assessment test scores (in English writing and reading, and mathematics), student and faculty perceptions of the accuracy of placement tests were collected. Selected survey findings included the following: (1) districtwide, between 75.4% and 92% of the students felt that they were accurately placed in the surveyed English courses, while instructors responded that between 60% and 80% of students were appropriately placed; (2) the disparity of responses between students and faculty was greatest at City College, where less than 1 in 14 students (7.3%) felt that they should have been placed in a lower level English course as opposed to the faculty view that as many as 8 in 14 students (58.5%) should have been placed in a lower level course; (3) districtwide, between 83.7% and 87.4% of students felt that they had been placed in the appropriate math course, while faculty felt that between 69% and 84.3% of students were accurately placed; and (4) the disparity between student and faculty responses regarding more advanced placement was greatest at Mesa College, where faculty felt that between 3.7% and 7.8% of students should have been placed in a higher level math course as opposed to the view of some 10% to 17.8% of students that they should have been placed in a more advanced course. Data is displayed in two tables and 25 bar graphs of responses which make up the greater part of the document. (JMC)

ED 346 940 JC 920 377

Cox, Diana Hester, Ed.; And Others
The New Workforce.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Presidents; Community Colleges;
*Educational Environment; Employed Women; *Ethics; *Females;
Futures (of Society); *Labor Force; Labor Needs; *Leadership;
Nontraditional Occupations; Periodicals; Sex Differences; Two
Year Colleges; Women Administrators; Women Faculty

The annual Journal of the American Association of Women in Community and Junior Colleges (AAWCJC) publishes articles on research, model programs, and teaching/learning strategies of interest to women staff and students in community, junior, and technical colleges. It provides a forum for the discussion of issues related to women in higher education and disseminates information on leadership training activities. This theme issue, entitled "The New Workforce," explores the implications for community college women of a "new workforce" in which 85% of all workers entering the labor market between now and the year 2000 will be women, minorities, and immigrants. The issue contains the following articles: (1) "How Workforce 2000 Will Effect Women in Community Colleges," by Ruth Tarver; (2) "Let's Get Rid of Management: The Four C's of Leadership in the Community College," by Desna L. Wallin; (3) "The Work of Women in Community Colleges: Questions of Leadership in Solitude and in Community," by Joanne E. Cooper; (4) "Ethics in Academe," by

(1) accessibility and use; (2) physical environment; (3) learning activities; (4) relationships among children and adults involved in the service program; (5) parents' views; (6) the program's relationship to the community; (7) diversity; (8) assessment of children's progress; (9) costs; and (10) the ethos of the program. Issues relating to quality assurance in child service programs are also organized into 10 areas: policy; legislation and standards; financing; planning and monitoring; advisory and support services; staffing; training; physical resources; research and development; and coordination of services. For each of the areas considered in the document, a series of key questions is provided. (BC)

ED 346 958 PS 020 531

Sisson, Linda G.
Kids Club: A School-Age Program Guide for Directors.
PUB DATE- 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Check Lists; Child Caregivers; Day Care Centers; Elementary Education; Field Trips; Learning Activities; *Parent School Relationship; *Personnel Management; *Play; *School Age Day Care; *School Safety; School Schedules
IDENTIFIERS- Edina Public Schools MN; *Kids Club MN

This handbook for administrators of school-age day care programs offers guidelines on implementing Kids Club programs. Kids Clubs coordinate family and public school resources to meet elementary children's needs for adult supervision and guidance when the children are not in school and their parents are at work. The handbook consists of seven chapters. Chapter 1 focuses on the physical environment, providing guidelines for designing and using space for school-age children, a checklist of health and safety considerations, and a list of tasks involved with maintaining the environment. Chapter 2 deals with Kids Club activities by explaining the concept of a child-centered curriculum and outlining a variety of age-appropriate activities that Kids Club administrators can offer. Chapter 3 covers Kids Club daily routines and substitute schedules, attendance, no-shows, transitions, and group meetings. Chapter 4 presents a full-day planning checklist for days when children do not have school and a planning checklist for field trips. Chapter 5 provides information on supervising paraprofessional staff, and a checklist and handouts for orientation of new staff on such topics as parent/staff interaction, supervision of children, health and safety, and maintaining the environment. Chapter 5 also covers delegation of responsibilities, coaching and feedback, setting goals, performance evaluation, disciplinary procedures for problem employees, and substitutes. Chapter 6 offers instructions on communicating with parents. Chapter 7 lists resources and deals with logistical concerns. (AC)

ED 346 959 PS 020 548

Davidson, Philip M.
The Meaning of Autonomy in Psychological Theory.

Relationship; *Intergenerational Programs; *Job Training; Middle Aged Adults; *Older Adults; Preadolescents; Program Descriptions; Questionnaires; Volunteers
IDENTIFIERS- Adult Child Relationship; *Family Friends Program; *JobStart Training Program; Team Approach to Assessment and Programming

Family Friends is an intergenerational program that brings senior volunteers into the lives of children with disabilities or chronic illnesses. JobStart is a training program in which volunteers help children with disabilities who are 10 years of age or older prepare to enter the world of work. A JobStart team is formed for each child in the program. The team consists of the child, a parent, the senior volunteer, a representative from the child's school, and persons with special skills appropriate to the child's situation. Team members complete a questionnaire describing their perceptions about the child, and children complete a questionnaire about what they like and do. The child is introduced to future work possibilities by doing work around the home, meeting resource people in the community, and visiting work sites. The child is taught techniques for finding a job, such as locating job advertisements, writing a resume, and answering questions in an interview. Finally, the child is placed in a temporary job in the school or community. Each member of the team completes a checklist evaluating the effectiveness of the team's work. Assessment instruments are included. A resource guide relating to employment and disabled children is appended. Resources include organizations, publications, newsletters, resource centers, and videos. (BC)

ED 346 977 PS 020 593

Rural Family Friends: A New Tradition of Caring.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 91
NOTE- 17p.; For related documents, see PS 020 591-594.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Problems; *Family Programs; Helping Relationship; Home Visits; *Intergenerational Programs; Low Income Groups; Middle Aged Adults; *Older Adults; One Parent Family; Program Descriptions; *Rural Areas; Social Support Groups; *Volunteers; Volunteer Training; Young Children
IDENTIFIERS- Family Advocacy; *Family Friends Program

Family Friends is a program that matches senior volunteers with families of chronically ill or disabled children. Rural Family Friends, which is an outgrowth of Family Friends, focuses on rural families in distress. Rural Family Friends has established pilot programs in Arkansas, Georgia, New Hampshire, North Carolina, and West Virginia. The senior volunteer may serve as a source of information to the family; a role model to the children and a parent model to the parents; a source of stability for the family; and a teacher of basic life skills. Each local program has: (1) a project director, who is a trained professional with experience with at-risk families; (2) an advisory committee of community leaders, professionals, and specialists; (3) volunteers who are 55 years of age or older; and (4) the participating children and families. Establishing a Rural Family Friends program involves recruiting, training, and supervising volunteers; selecting families to participate in the program; matching volunteers with families and scheduling visits of volunteers to families; fundraising; and promoting and evaluating the program. (BC)

Environment; Family Life; *Family Programs; Interviews; One Parent Family; *Parent Attitudes; *Parent Child Relationship; *Parents; *Program Effectiveness; Public Education; Questionnaires; State Programs
IDENTIFIERS- Early Childhood Family Education; *Minnesota

Early Childhood Family Education is a voluntary public school program for Minnesota families with children through kindergarten age. The program's mission is to support parents' ability to provide for their children's development. To determine the program's effectiveness, participating parents were interviewed in the fall of 1990 and again at the end of the school year. A total of 183 parents, including 16 single parents and 11 teen parents, were questioned about child development, parent-child interactions, family life, and parental self-care. Results indicated that at least 59 percent of teen parents, 67 percent of single parents, and 60 percent of a nonspecific parent group exhibited changes in knowledge or behavior during the year of program participation. Parents especially exhibited: (1) increased feelings of support from others; (2) increased self-confidence; (3) an increased knowledge about child development; (4) changed expectations for themselves and their children; and (5) changed behavior resulting from increased support, confidence, and knowledge. Parent responses are discussed separately for the three parent groups. Eleven case studies of representative parents are presented. Ten recommendations for curriculum and program development and six recommendations for further program evaluation are offered. Appendices include the pilot questions for the interview; a packet containing the final interview materials; and a list of themes addressed by the interview questions. (BC)

ED 346 995 PS 020 671

Hill, Patty Smith
Kindergarten.
PUB DATE- 92
NOTE- 34p.; A reprint from "The American Educator Encyclopedia."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Child Health; Childrens Literature; Educational Change; *Educational History; *Educational Improvement; *Educational Philosophy; Educational Theories; Elementary School Curriculum; *Kindergarten; *Kindergarten Children; Preschool Curriculum; Preschool Education; Primary Education; Private Financial Support; Teaching Methods
IDENTIFIERS- Froebel (Friedrich); Oberlin (Jean Frederic); Owen (Robert)

This reprint of an encyclopedia article describes the history of kindergarten education through approximately 1940. Kindergarten is defined as "a specialized school adapted to the nature and needs of young children from the fourth to the sixth year." Kindergarten was originated by Friedrich Froebel in Germany around 1840. Froebel's predecessors included Jean Frederic Oberlin, who established a preschool in Alsace (1774), and Robert Owen, who established a school for young children in New Lanark, Scotland (1800). The early kindergarten movement in the United States was influenced by philanthropic support and the psychological and philosophical ideas popular after 1890. The continued development of kindergarten in America was influenced by the work of G. Stanley Hall and John Dewey. By 1940, improvements in theory and practice in nursery schools, kindergartens, and primary grades included: (1) increased use state. Three categories are used to present the data: rural, urban-influenced, and urban. Rural counties are designated as having fewer than 75 people per square mile and fewer than 100,000 people; urban-influenced counties are designated as having more than 75 people per square mile and fewer than 200,000 people; urban clusters are designated as having more than 250 people per square mile or more than 200,000 people. Each of the 67 counties submitted data on approximately 90 variables covering population, vital statistics, housing, education, social indicators, crime, health, employment, unemployment, and personal earnings. Information can be reported from the data system for any single county in Pennsylvania. (LP)

ED 347 014 RC 018 649

Arizona Commission of Indian Affairs 1990-1991 Annual Report.
PUB DATE- Jan 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Reservations; *American Indians; Annual Reports; State Agencies; *Tribal Sovereignty; *Tribes
IDENTIFIERS- Arizona; *Arizona Commission of Indian Affairs; *State Tribal Relationship; Tribal Government

This annual report describes the goals and activities of the Arizona Commission of Indian Affairs for fiscal year 1990-91. The commission is made up of seven tribal representatives, two non-Indians, and six ex-officio members from state government. In October 1990, the commission held a 2-day Indian Town Hall in Phoenix (Arizona) on the future of tribal government-to-government relationships. Commission members attempted to coordinate a baseline economic analysis of selected Indian reservations, but found little evidence of tribal support. In June 1991, the commission sponsored a conference on the current status of Indian diabetes programs in Arizona. In cooperation with other agencies, five seminars were held in various locations to address issues of law enforcement and jurisdiction on and off reservations. Other commission activities included compiling and disseminating information on Indian affairs, assisting Arizona Indian tribes to develop a state-tribal relationship policy, and making policy recommendations to state government. A bill in the state legislature that would have terminated the commission died in the face of broad tribal opposition. Appendices outline commission objectives 1991-93 and list tribal priority issues related to economic development, taxation, gambling, lottery proceeds, new land acquisitions by reservations, waste management facilities on reservation lands, transportation of hazardous waste through reservations, state-tribal intergovernmental relationships, health care services, water rights, fish and game laws and their enforcement, and education. Educational issues involve funding, school district jurisdiction, and integration of American Indian history into public school curriculum. (SV)

ED 347 015 RC 018 650

Stout, Peg
Alaska Women in the Iditarod.
PUB DATE- Jan 92
NOTE- 91p.
LANGUAGE- English

ED 347 032 RC 018 725

Clouser, Rod, Ed.
Rural Infrastructure and Economic Development Issues: Information Systems, Transportation and Education. Proceedings of a Regional Workshop (Atlanta, Georgia, October 3-4, 1990).
PUB DATE- Apr 91
NOTE- 93p.; For the paper presented by R. L. Clouser, see RC 018 726.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Economic Development; *Policy Formation; Public Policy; Rural Areas; *Rural Development; *Rural Education; *Transportation
IDENTIFIERS- Education Economy Relationship; Geographic Information System; *Infrastructure; South Carolina; *United States (South)

The Southern Region Information Exchange Group-53 consists of 20 institutional members seeking a better understanding of the relationship between community infrastructure and economic development. This document contains four papers prepared for the group's working meeting in October 1990. "The Contribution of Four Lane Highway Investments to Employment Growth in Rural South Carolina 1970-89: Quasi-Experimentation," by M. S. Henry and others, concludes that new highways have attracted new employment opportunities to rural South Carolina. However, areas with higher growth rates, per capita incomes, and employment rates prior to highway construction benefitted most. "The Developmental Impacts of Transportational Investments," by T. G. Johnson, argues that hedonic land valuation is the only approach capable of comprehensively measuring the benefits of infrastructure investment. Using this approach within a geographic information system (GIS) is time consuming and expensive but can provide detailed projections of the location, timing, and magnitude of benefits from a great number of highway development alternatives. "GIS: A New Tool for Local Economic Development," by M. S. Henry and others, describes the use of GIS to test development policy hypotheses in South Carolina. GIS can maintain, retrieve, and manipulate spatial and nonspatial data about places, and may be used to construct hypothetical scenarios that could result from planning decisions. "Education: Linkages with Economic Development," by R. L. Clouser, reviews the research on economic development and education and finds few studies that demonstrate linkages between them. Possible research approaches are suggested. (SV)

ED 347 033 RC 018 726

Clouser, Rodney L.
Education: Linkages with Economic Development.
PUB DATE- 90
NOTE- 7p.; In: Rural Infrastructure and Economic Development Issues: Information Systems, Transportation and Education. Proceedings of a Regional Workshop (Atlanta, GA, October 3-4, 1990); see RC 018 725.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economic Development; Economic Impact; *Economic Research; *Educational Research; Elementary Secondary Education; *Human Capital; Literature Reviews; *Research Needs; Rural Areas; School Business Relationship

Peters, William H.; Stuessy, Carol L.
Motivational Patterns in Non-Science Majors Related to Learning Physics.
PUB DATE- 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (14th, San Antonio, TX, January 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Higher Education; Homework; *Journal Writing; *Motivation; *Nonmajors; *Physics; Preservice Teacher Education; Science Education; *Student Attitudes

Small-group cooperative learning was integrated into a physics class to alter the traditional lecture/laboratory format of the course and to provide support for students' feelings of helplessness and isolation in studying physics. At weekly meetings, groups of 4-6 students met to solve physics homework problems assigned during the traditional lecture of the course. Weekly journals kept by individuals in the cooperative learning groups were used to acquire information about the attitudes and general functioning of each of the groups. This paper describes the affective outcomes associated with incorporating small-group cooperative learning in the second semester of a pilot phase of a college physics course. This course was designed for non-science majors, most of whom are female and taking the course as one of the requirements for elementary teacher certification. Included are the theoretical framework, design and procedure, results, discussion, conclusions, and implications for further study. (KR)

ED 347 051 SE 051 999

Farmer, Walter A.; Farrell, Margaret A.
Activities for Teaching K-6 Math/Science Concepts. Classroom Activities Series - Number 2.
PUB DATE- Jan 89
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Classification; Earth Science; Elementary Education; Estimation (Mathematics); Geometry; Graphs; *Interdisciplinary Approach; *Learning Activities; *Mathematics Education; Measurement; Metric System; Physics; Probability; *Process Education; Ratios (Mathematics); Science Activities; *Science Education; Water

This book is a revised edition of one of the products of a project, "Teaching Mathematics and Science Concepts, K-6, funded by the New York State Education Department. The project was a collaborative effort by mathematics and science education faculty at the State University of New York at Albany and representatives of eight school districts in the Greater Capital District area of New York State. This book contains lesson ideas that reflect the belief that science and mathematics are opposite sides of the same coin. The lessons incorporate concepts and processes from both subjects. Activities were chosen for this booklet if they met the following criteria: (1) they combined important mathematics and science in a single lesson; (2) had been tried out by classroom any particular topic by any specific person. The levels are illustrated by tracing the building of an understanding of the concept of fractions. Beginning with the initial cognitive stage, the levels are called: (1) primitive knowing; (2) image making; (3) image having; (4) property noticing; (5) formalizing; (6) observing; (7) structuring; and (8) inventizing. The application of the theory to teaching is discussed. (MDH)

ED 347 068 SE 052 527

Kirkpatrick, Nanda D.; And Others
HISD Magnet Evaluation: Science, Math, and Computer Enrichment Programs, 1990-91.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Science Education; *Curriculum Enrichment; Elementary Secondary Education; *Enrichment Activities; *Magnet Schools; Mathematical Enrichment; *Mathematics Achievement; Mathematics Education; Program Descriptions; Program Effectiveness; Program Evaluation; Science Education; Teacher Qualifications; *Urban Schools
IDENTIFIERS- Houston Independent School District TX; *Science Achievement

Twenty-one magnet programs in the Houston Independent School District in Texas feature an enriched curriculum in science, math, and/or computers (science/math). Of these, 12 are elementary programs, 4 are middle school programs, and 5 are high school programs. In these programs, a total of 9,574 students were served during the 1990-91 school year: 6,372 elementary, 3,358 middle, and 1,834 high school students. Fifth grade students enrolled in the seven elementary Science/Math Add-On Programs did not score significantly higher than the comparison groups on the MAT6 science tests, and in only one program did students score significantly higher than their matched comparison group on the MAT6 math tests for the 1988-89 or 1990-91 school years. Fifth grade students enrolled in five elementary School-Within-A-School Programs (SWAS) scored significantly higher than the comparison groups on the MAT6 science tests during the 1988-89 or 1990-91 school years after being enrolled 3 to 5 years, respectively, in the enrichment programs. In two of the SWAS programs, students scored significantly higher than the comparison groups on the total math tests. Eighth grade students enrolled in the three middle school SWAS programs that were evaluated scored significantly higher than the comparison group on the MAT6 science tests during the 1988-89 or 1990-91 school years. In two of the SWAS programs, students scored significantly higher than the comparison groups on the total math tests. (Author/MDH)

ED 347 069 SE 052 532

Horak, Virginia M.
Students' Cognitive Styles and Their Use of Problem-Solving Heuristics and Metacognitive Processes.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Salt Lake City, UT, April, 1990).

To Catch A Comet...Learning From Halley's.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary School Science; Elementary Secondary Education; Instructional Materials; Integrated Curriculum; *Interdisciplinary Approach; Learning Activities; Resource Materials; *Science Activities; Science Education; Science Instruction; Secondary School Science; Space Exploration; Space Sciences; Writing Assignments
IDENTIFIERS- Halleys Comet

Comet chronicles and stories extend back over thousands of years. A common theme has been that comets are a major cause of catastrophe and tragedy here on earth. In addition, both Aristotle and Ptolemy believed that comets were phenomena within the earth's atmosphere, and it wasn't until the 16th century, when Danish astronomer Tycho Brache carried out his research, that comets were found to reside well beyond the orbit of the moon. More than a century later British scientist Edmund Halley placed comets even further out in space by calculating the orbits of a number of them. He also noted that certain comets had been observed to appear in the same orbital patterns three times at regular 75- to 76-year intervals and proposed that the explanation was that these were not three, but one comet--the comet that was later to be named Halley's comet in his honor. Although Comet Halley has receded into the outer solar system, it still regularly reappears and may still generate excitement for students. It is, in effect, a time capsule, binding grandchildren with grandparents, and scientists in one era with scientists of another. This booklet provides teachers with information essential to the study of Halley's comet when this topic is integrated into existing lessons plans. Because this booklet is designed as a teaching supplement for the classroom, the instructional materials are intended for use in the order presented. The first section includes the following chapters: (1) The Ultimate Time Travelers; (2) Touching Humanity; (3) Halley's History; (4) Where Do Comets Come From; (5) What is a Comet; (6) The Halley Fleet; (7) Through the Halls of Time; (8) Other Heavenly Wayfarers; and (9) Touching the Future. Section 2, which includes 43 classroom activities, is presented as a supplement to the first section. Vocabularies listed in section 2 are taken directly from the background information presented in section 1. The classroom activities are suggested for inclusion within a broad course of study or as isolated exercises, and are not labeled by discipline, grade, or ability level. The individual teacher's creativity and ingenuity can facilitate their application to almost any area of study. (KR)

ED 347 086 SE 052 916

Spacesuit Guidebook.
PUB DATE- Jul 91
NOTE- 25p.; Guidebook designed to supplement Spacesuit wall chart (WAL-114) published by the Educational Affairs Division, January 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

and the North Carolina General Assembly be committed to ensuring that the Basic Education Program, including the K-12 discipline-based arts education curriculum, be continued; (2) a unit of credit in arts education be required of all students for graduation from high school and for entrance to all component institutions of the North Carolina University system; (3) the Department of Public Instruction undertake a detailed study to determine the appropriateness of facilities currently used for arts education instruction; and (4) arts education be recognized and encouraged as a viable option to actively engage students at risk in their education and to decrease the number of dropouts. The reasoning behind each recommendation is discussed in detail and the document concludes with several appendices including a comparison table with graduation requirements in the arts in other states. (KM)

ED 347 104 SO 021 683

Rubin, Mary
A Declining Federal Commitment to Research about Women, 1980-1984. A Report from the Commission on New Funding Priorities. Revised.
PUB DATE- 15 Aug 85
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Federal Government; *Federal Programs; *Females; Public Policy; Sex Bias; *Sex Fairness; *Social Science Research

This report examines eight federal agencies--the Department of Education, the National Endowment for the Humanities (NEH), the National Science Foundation, the Department of Labor, the National Institute of Mental Health (NIMH), the National Institute of Aging (NIA), the Department of Justice, and the Department of Defense (DOD)--to develop a picture of how much federal funding was allocated between 1980 and 1984 to support research on women. From the eight agencies, three types of funding are identified: (1) monies to support research that explicitly focuses on women; (2) monies to support research that indirectly relates to women; and (3) pre- and post-doctoral fellowship programs. The available data are varied in quality and often are recorded differently by the agencies. Some agencies have little or no data available. Within the constraints of the available data, however, there are observable trends that show that federal funding for research about women has decreased and that the priorities for research have shifted in the funding that remains. The overall effect has been a change in the character of federally funded research and the subsuming of research about women into areas less clearly focused on women. Data is displayed in 14 tables and 3 statistical charts. A list of eight references is included. (DB)

ED 347 105 SO 021 685

Christie, Daniel J.
The Measurement of Psychological Constructs in Peace Education.
SPONS. AGENCY- Ohio State Dept. of Mental Health, Columbus.
PUB DATE- 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

IDENTIFIERS- *America 2000; *National Education Goals 1990

A multicultural thrust should be the key element in restructuring American education in preparation for the 21st century. Demographic trends indicate that European Americans will be outnumbered by other racial and ethnic groups in the next century. Consequently, new educational techniques and content need to be developed and infused into school curriculums to ensure that children from diverse racial, ethnic, and cultural backgrounds receive an equal and adequate education that prepares them to take a productive and meaningful place in the 21st century. The National Education Goals are an attempt to address the need for major improvements in how children are educated. However, the National Goals do not adequately address the issues of equity that affect whether academic success is assured for all students. Among a more ideal set of national goals for education that is multicultural and equitable are the following components: (1) children will start school with a positive sense of self based on living in decent housing and having received adequate attention to their health care and other physical needs; (2) the high school graduation rate will increase to 90 percent; and (3) racism will be eliminated from American classrooms, and school curriculums will project all people of all cultures in a positive vein. (IAH)

ED 347 127 SP 033 556

Anderson-Levitt, Kathryn M.
Memory and Ideals in French Classrooms.
PUB DATE- Nov 89
NOTE- 59p.; Paper presnted at a Meeting of the American Anthropological Association (November 16, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Authoritarianism; *Classroom Communication; Classroom Research; Comparative Education; Cross Cultural Studies; Cultural Context; Elementary School Students; Elementary School Teachers; Ethnography; Foreign Countries; Grade 1; Nonauthoritarian Classes; *Parent Attitudes; Parent Background; Primary Education; Reminiscence; Student Behavior; *Student Participation; *Teacher Attitudes; Teacher Behavior; *Teaching Styles; Traditionalism
IDENTIFIERS- *France; *Idealization; United States

French elementary school teachers as well as the parents of their pupils remember being quiet students in teacher-dominated classrooms. Yet today both teachers and parents idealize lively classroom participation by their pupils or children. In this study, teachers and parents in an urban school district in Villefleurie, France, watched videotaped incidents from French and American classrooms, and their reactions to the tapes were compared. Data were gathered by having viewers respond privately to an open-ended questionnaire before joining in group discussion of the event. Similarities and differences between the teachers' reactions and those of the parents demonstrate the ways in which the French teachers claim to discount traditions from their childhood memories while balancing their modern ideals with a realism gained from on-the-job experience. Three tables provide descriptions of the videotaped event and of children's and teacher's behavior. A sample page from questionnaires in French and in English and transcripts of videotaped episodes from the French classroom are appended. (LL) time management, listening and notetaking, interaction, reading, research, report writing, memory, and test taking. Each study skill is presented as a set of procedural skills which will enable students to learn independently. This guide contains instructional materials for the learner and planning material for the tutor or instructor. Tables of goals and objectives, lesson plans, suggestions for successful tutoring, background material for teaching writing skills, instructions for conducting workshops, and planning worksheets are included. (IAH)

ED 347 146 SP 033 922

Barnett, Don C.
Saskatoon School Principals' Feedback on the Internship Program. Monograph No. 2.
PUB DATE- Aug 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Catholic Schools; Cooperating Teachers; Elementary Secondary Education; *Feedback; Foreign Countries; Higher Education; Inservice Teacher Education; *Principals; *Program Evaluation; *Program Improvement; Public Schools; Student Teachers; *Student Teaching; *Teacher Education Programs
IDENTIFIERS- Saskatchewan (Saskatoon); University of Saskatchewan (Canada)

Saskatoon Catholic and Public School Board principals were asked by the College of Education, University of Saskatchewan, to provide feedback on the university's internship program, specifically, the major positive aspects to be retained and changes or revisions to be considered. Among the characteristics of the program to be retained were the program's support for interns and teachers, openness to feedback, provision of additional human resources in schools, and excellent inservice opportunities for teachers. Recommendations for changes and revisions are categorized under 15 headings, which include: recognition for schools and teachers, multiculturalism and Native studies, common essential learnings, the inservice program, relationship with pre-internship classes, evaluation, placement, withdrawal procedures. Numerous suggestions are made regarding the roles of interns, cooperating teachers, and college supervisors. A response to each recommendation from the perspective of the internship program is provided. (LL)

ED 347 147 SP 033 923

Ralph, Edwin G.
Supervising the Extended Practicum: A Contextual Approach. Monograph No. 4.
PUB DATE- Aug 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Conflict Resolution; *Context Effect; *Developmental Tasks; Elementary Secondary Education; Foreign Countries; Higher Education; Leadership Styles; Practicum Supervision; Preservice Teacher Education; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Theory Practice Relationship

Contracts; Program Evaluation; Program Implementation; Public Schools; School Desegregation; *Second Language Programs; Student Attitudes; Summative Evaluation; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO; *School Uniforms

Three years of implementation of the D. M. Pinkerton Latin Grammar Magnet Elementary School in Kansas City, Missouri, are evaluated in terms of enrollment and program capacity, implementation, perceptions, and achievement. Findings suggest progress toward theme-related goals, significant progress toward achievement goals, and less progress toward court-ordered desegregation goals. Four recommendations are offered to improve program implementation regarding maintaining parental involvement, establishing numerical targets for thematic infusion, ensuring the return and reimbursement of uniforms, and improving academic performance. The Latin Grammar Contractual Agreement and information on extended day classes and activities are appended, and 21 tables and figures provide supplemental data on achievement, enrollment, and participant attitudes. Contains 10 references. (LB)

ED 346 720 FL 020 410

Kampe, Livia
How To Learn Spanish the Easy Way.
PUB DATE- 92
NOTE- 246p.; Illustrations by Christine "Kesara" Dennett.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Contrastive Linguistics; English; *Grammar; Pronunciation; *Second Language Learning; Sentence Structure; *Spanish; Teaching Guides; Tests; Textbooks; Vocabulary

An approach to learning Spanish is presented in this guide that builds on the similarities of alphabet, structure, and vocabulary between Spanish and English. The first two introductory lessons deal with the similarities and differences of the alphabet and sentence structure, and the third covers important words to memorize, including interrogative verbs. The bulk of the textbook then contains 50 chapters on pronunciation and grammar review, numerals, idioms, diminutives, and such subject area topics as family, meals, travel to Buenos Aires and Europe, fruits, and animals. Exercises are interspersed throughout. Fifteen-page Spanish-English and English-Spanish vocabularies are appended, as well as an index to the grammar concepts included in the text. An answer key to the exercises is also provided. (LB)

ED 346 721 FL 020 427

Seever, Mark L.
Paige Classical Greek Magnet Elementary School: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 33p.; For other evaluation reports, see FL 020 401-408 and FL 020 428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; After School Programs; Curriculum Design; Elementary Education; Formative Evaluation; Greek Civilization; *Liberal Arts; *Magnet Schools; Parent Participation; Participant Satisfaction; Physical Education; *Physical Fitness; Program Evaluation; Public Schools; School

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; Attribution Theory; Discourse Analysis; *Economics; Foreign Countries; *Linguistic Theory; Oral Language; *Prediction; *Second Languages; Written Language
IDENTIFIERS- *Conditionals; *Hedges (Linguistics)

Approaches used by linguists to examine the way in which speakers or writers modify their commitment to the propositional content of their utterances are discussed, and it is noted that a frequent criticism is the failure of inexperienced speakers or writers to modulate their utterances properly. This paper considers economic reports and in particular the forecasts that are their key features. Economics forecasters are shown to have three ways of modifying their commitment to a prediction: by hedging, using such modal verbs as "may" or other lexical items such as "possibly"; by attribution; and by specifying conditions. Examples of each are discussed. It is concluded that since forecasting is such an important part of economics activity outside the academic area, a clear understanding of its form and function is important for teachers training students working in the economics field, as well as those concerned with communications for native speaker economics. Contains 17 references. (LB)

ED 346 741 FL 020 464

O'Brien, Teresa
Predictive Items in Student Writing.
PUB DATE- 87
NOTE- 16p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Applied Linguistics; Foreign Countries; *Grading; *Language Proficiency; *Language Tests; *Student Evaluation; Student Writing Models; Test Anxiety; Testing; *Writing Skills; Written Language

The question of whether students perform linguistically differently when writing under examination conditions than when writing term essays is addressed in this working paper. The study was prompted by the feeling by many students that their linguistic performance deteriorates in examination conditions and that this deterioration makes a difference in their grade. Many lecturers claim that they take no notice of how an examination answer is written and grade only on content. This paper examines whether there is in fact a relationship between linguistic performance and grading. The research attempt described centered on the types of prediction identified by Tadros. It is shown that only some of the Tadros types are used by students in the current sample and that so far they have not proved to be a reliable measure of difference. Contains 7 references. (LB)

ED 346 742 FL 020 465

Nesi, Hilary
Do Dictionaries Help Students Write?
PUB DATE- 87
NOTE- 14p.; In: Written Language: British Studies in Applied

(055)
DESCRIPTORS- Administrator Characteristics; Administrator Education; *Administrator Qualifications; *Administrator Selection; *College Administration; Employment Interviews; Higher Education; Job Analysis; Occupational Information; *Recruitment; *Search Committees (Personnel)

This handbook for aiding search committees in recruiting college administrators consists of the following chapters: "The Vacancy"; "The Committee"; "The Job"; "The Search"; "The Screening"; "The Interviews"; and "The Appointment." This up-to-date handbook on selecting individuals for administrative responsibilities fills a real need. It is filled with solid information and guidance about alternatives based on real experience at a broad spectrum of institutions. It treats virtually all the questions in the search process. It will be updated periodically. Suggestions for further reading are also provided. (KM)

ED 346 761 HE 023 095

King, Patricia M.; And Others
Intellectual Development of Black College Students on a Predominantly White Campus. ASHE Annual Meeting Paper.
SPONS. AGENCY- American Association for Counseling and Development, Alexandria, VA.; American Coll. Personnel Association, Washington, D.C.; Bowling Green State Univ., Ohio. Graduate School.
PUB DATE- Nov 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Cognitive Development; College Students; Higher Education; Institutional Environment; *Intellectual Development; Intelligence Differences; Learning Experience; Minority Groups; Social Integration; *Student Attitudes; Student Development
IDENTIFIERS- *ASHE Annual Meeting; *Reflective Judgment Model

The intellectual development of black college students on a predominantly white campus was examined using the Reflective Judgment model of post-adolescent intellectual development. The model posits a seven-stage sequence of changes in assumptions about the sources of certainty of knowledge, and shows how these assumptions affect the ways adults justify their beliefs. The study examined relationships among students' intellectual development, academic and social integration, specified noncognitive factors, and background characteristics (e.g. high school grade point average and class rank, family income, and socioeconomic status). The study was conducted at a large midwestern state university with a 3% black student population. Participants (N=344) completed a 4-part survey consisting of a section on background information, the Institutional Integration Scale (measuring social and academic integration), the Noncognitive Questionnaire (covering a variety of attitudinal and background areas), and a Reflective Judgment Interview (which presents dilemmas from different intellectual domains). Results indicated factors associated with students' perceptions of the learning environment (e.g. degree of comfort, willingness to take intellectual risks, and feelings of belonging) affect their intellectual development. No systematic pattern of relationships was found between or among

Program" (Yuko Mulugetta and others); "The Top of the Funnel: An Initial Analysis of an Inquiry Population" (Marian F. Pagano, Dawn Geronimo Terkla); "The Use of Structured Interviews in a Qualitative Study of Admissions Publications" (Jane Anderson Price); "A Framework for Systematic Budget Analysis" (Linda A. Suskie); "Forecasting Enrollment in a Period of Institutional Transition" (Stephen W. Thorpe); "Creating a Sense of Need for an Institutional Research Office" (David R. Weir, Jr., Margaret E. Madden, James R. Swanson, Sr.); "Why So Few Science Graduates? An Investigation of Enrollments in Undergraduate Science Programs" (Jennifer Wilton); "Advantages of Inter-Institutional Cooperation" (Carol L. Wurster); and "Experiences Associated with the Growth and Satisfaction Reported by Graduating Seniors" (J. Fredericks Volkwein, Debra D. Woods). (GLR)

ED 346 779   HE 025 597

Bauer, Karen, Ed.
Institutional Research in a Changing Society. Proceedings of the Annual Conference of the Northeast Association for Institutional Research (18th, Cambridge, Massachusetts, November 16-19, 1991).
PUB DATE- Nov 91
NOTE- 295p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; Accountability; College Admission; College Environment; Colleges; Comparative Analysis; Comparative Education; Conference Papers; Disabilities; Educational Administration; *Educational Change; *Enrollment; *Higher Education; Information Systems; *Institutional Evaluation; *Institutional Research; Interdisciplinary Approach; Meetings; Remedial Instruction; Science Education; Student Recruitment; Transfer Students; Undergraduate Study; Universities; Volunteers

This document contains formal papers, keynote speeches and selected panel presentations delivered at a conference that addressed the issues, responsibilities and challenges faced by institutional researchers now and in the future. Papers are as follows: "Attrition and C.I.R.P. Correlates of a Measure of Self-Confidence Regarding Transition into College" (Robert W. Baker); "An Information Infrastructure for Enrollment Management Tracking and Understanding Your Students" (Craig A. Clagett, Helen S. Kerr); "The Special Relationship and Higher Education: How the UK and USA Systems Might Learn More from Each Other" (Peter Davies, John Maguire); "Using Diverse Reference Points to Inform Decision Making" (Robert C. Froh); "Interdisciplinary Approach to Science Education" (Gin K. Gee, Marion Walker); "Management Tools for Faculty Salary Decisions: Comparisons and Simulations" (M. Patricia Gildea); "Public Accountability and Development (Remedial) Education" (Patricia N. Haeuser); "Increasing Institutional Research Effectiveness and Productivity: Findings from a National Survey" (Robin B. Huntington, Craig A. Clagett); "Re-Examining the Role of an Institutional Research Office in a Changing Technological, Fiscal, and Political Climate" (Jean Morlock Kibler); "Multi-method Design in Assessing Campus Culture" (Arthur Kramer); "Perceptions of College Experience and Goal Achievement among Nonpersisters and Graduates" (Deborah Lessne); "Development of an Information System for Tracking Transfer Students" (Judith A. McCarroll); "Why Do Some Students Choose To Work While Others Do Not?" (Yuko Mulugetta, Dennis Chavez); "Estimating including general characteristics (assets, assets by institution type, institutions ranked by value of endowment, assets per full-time equivalent student,and types of endowments); growth (growth and market indexes, spending rates and rules, and gift flow rates); and asset allocation (including a list of asset allocation by institution). The second section details investment pool characteristics including general characteristics (investment pool assets and institutions grouped by size of pool); performance (nominal returns, range of nominal returns, and real and nominal returns average, compounded, and cumulative); asset allocation (by institution and changes in allocation); turnover and fees (common stock and bond turnover, management fees, custodial fees); and managers and custodians (management structures by institution, bank custodians by institution). An appendix contains a glossary and descriptions of market indexes. Also listed are firms that contributed to funding the study. (JB)

ED 346 797 HE 025 617

Andrews, Michael B.; And Others
Athabasca University/Keyano College Capstone Program. An Evaluation Report.
SPONS. AGENCY- Athabasca Univ., Edmonton (Alberta).; Keyano Coll., Fort McMurray (Alberta).
PUB DATE- Feb 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Freedom; Access to Education; College Credits; College Students; Community Colleges; *Distance Education; Extension Education; Foreign Countries; Higher Education; Intercollegiate Cooperation; Program Administration; Program Effectiveness; *Program Evaluation; State Colleges; Two Year Colleges
IDENTIFIERS- Alberta (Fort McMurray); Athabasca University AB; *Capstone Programs; Keyano College AB

An evaluative study was done of a joint project, the Capstone Program, involving Keyano College (KC) and Athabasca University (AU), both in Alberta, Canada. The project enables students in the Fort McMurray (Alberta) area to complete a full-time university degree without leaving their home community. The research design focused on accessibility, attainment of university credit, credit for previous education, bureaucratic issues, academic problems, perceptions of success, effectiveness and cost issues and recommendations for change suggested by the stakeholders. Data were provided by administrators, instructors, students (past, present and future) and community groups via questionnaires, interviews and relevant records and documents. The evidence from the evaluation strongly supported the continuation of the Capstone Program as a viable system for improving access to postsecondary education. However, the evaluation also identified problems which included issues of mandate, academic freedom, formalization, and administration and operation. For example, the evaluation recommends that AU develop a policy that explicitly recognizes and addresses the mix of alternative delivery systems, and that AU staff, in consultation with KC staff, accelerate the joint production of a professional agreement which underscores collegiality between and among professional and support staff of both institutions. Five appendixes contain a funding proposal, source documents, description of a steering committee, community letters, and

The second volume of a two-volume computer science curriculum guide, reflecting the technology of the 1980s, presents 66 lessons on advanced computer literacy topics for high school students. Topics include advanced programing concepts in BASIC, spreadsheet management, telecommunications, writing a computer-assisted-instruction program, computers in society, other number systems, programing without BASIC (an introduction to compilers, machine language, assembly language, higher level languages, LOGO, and Pascal), and some useful mathematical topics. Performance objectives, vocabulary, motivation, aim, development, application, summary, and exercises are included for each lesson. The appendixes include: (1) a discussion of computers and special education students; (2) a list of 50 books for further reading; (3) a glossary of computer terms; (4) a directory of educational software vendors; (5) a list of 23 computing magazines; (6) a directory of popular hardware vendors; and (7) a brief description of primary sources for grant information. (MES)

ED 346 818   IR 015 067

Information Technology in Instruction in Minnesota Post-Secondary Education Institutions with Coordinating Board Recommendations. A Policy Paper.
PUB DATE- 20 Nov 86
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; *Educational Policy; *Government Role; Higher Education; *Information Technology; Interviews; Microcomputers; *Policy Formation; Questionnaires; School Surveys; State Government; State Legislation; *Use Studies; Videotape Recordings
IDENTIFIERS- *Minnesota

In response to interest from the Higher Education Advisory Council and a mandate from the 1985 Minnesota Legislature, Higher Education Coordinating Board staff conducted a project with three major goals: (1) to assess and report on the uses of information technologies in Minnesota postsecondary education; (2) to initiate collaborative activities to share information and resources among systems; and (3) to provide opportunities for policymakers to review issues for policy development. The term information technologies was used to include all video, audio, and computer technologies used for instruction. The project included a survey of Minnesota's postsecondary institutions; discussion with informed persons on campuses, at system offices, state agencies, corporations, and state and national organizations; and a review of the pertinent literature. Analyses of the data indicate that the use of technology for instruction is at an early stage of development. The technologies are new to most potential users, and the capacity of the hardware (computers in particular) has far outpaced the availability of appropriate courseware for instruction. The use of information technology, however, is beginning to increase rapidly and will involve changes in instructional content, sequencing, and methodology. Students will have opportunities for more self-directed learning. During this period of change, it is recommended that the state encourage, support, and recognize efforts by systems and institutions to experiment with and develop new uses of information technology. This report provides background information and an executive summary as well as a detailed descriptions of programs of the Defense Advanced Research Projects Agency, the National Science Foundation, the Department of Energy, the National Aeronautics and Space Administration, the National Institutes of Health, the National Oceanic and Atmospheric Administration, the Environmental Protection Agency, and the National Institute of Standards and Technology. Chapter four, "Grand Challenge and Supporting Technology Case Studies," provides examples of high performance computing and computer communications technologies designed to represent the diversity and significance of application areas. Included are Magnetic Recording Technology, Rational Drug Design, High Speed Civil Transports, Catalysis, Fuel Combustion, Ocean Modeling, Ozone Depletion, Digital Anatomy, Air Pollution, Design of Protein Structures, Venus Imaging, and Technology Links Research to Education. A glossary of terms concludes the report. (DB)

ED 346 836   IR 015 584

Hawkridge, David; And Others
Economics, Education and Computers in Third World Schools.
PUB DATE- 90
NOTE- 5p.; In: Proceedings of the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990). Edinburgh, Scotland, CEP Consultants, 1990. p247-249.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Developing Nations; Economic Factors; Educational Development; Elementary Secondary Education; Equal Education; Foreign Countries; *Microcomputers; Use Studies

This paper is based on a 1988-89 international cooperative study funded by the Harold Macmillan Trust. Teachers and officials in several African, Asian and Arabic-speaking countries worked with the authors in describing and evaluating how computers arrived in their schools and what the machines are used for. Considerable data on national policy and practice came from China, Kenya, Jordan, Mauritius, Sri Lanka, Tunisia, and Zimbabwe. Drawing on these reports and other sources covering 23 developing nations, mainly Eastern Hemisphere, the authors wrote "Computers in Third World Schools" (Macmillan Press, May 1990). This paper: (1) analyzes the position facing developing Third World governments seeking a strong rationale for computer education and reviews four rationales: the Social, Vocational, Pedagogical, and Catalytic; (2) offers a critique of findings of the UNESCO Congress on Computers in Education in Paris in April 1989; and (3) asks whether dependency and unequal education are inevitable--in computer education--for Third World countries. (Author/DB)

ED 346 837   IR 015 587

Brock, Jack L., Jr.
Information Dissemination: Innovative Ways Agencies Are Using Technology. Testimony before the Government Information, Justice, and Agriculture Subcommittee, Committee on Government Operations, House of Representatives.
PUB DATE- Feb 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

(120)
DESCRIPTORS- College Libraries; *Depository Libraries; *Educational Resources; Government Publications; Higher Education; Instructional Materials; Interlibrary Loans; Library Circulation; *Library Collection Development; *Library Material Selection; Library Research; Needs Assessment; Position Papers; Self Evaluation (Groups)
IDENTIFIERS- *Langston University OK

The purpose of the government document collection in the Langston University (Oklahoma) libraries is to serve as a complement to the general collection of the libraries. The general collection in turn exists in order to provide the maximum coverage of information to support the curriculum and the community needs. This policy is developed to ensure the prudent selection and acquisition of materials through the Depository Library Program. The collection coverage is based on the scope, limitations, and goals of the academic program, and the growth and expressed needs of the community. This policy statement provides definitions for the six levels of coverage that characterize the current and desired rates of collection development: (1) comprehensive; (2) research; (3) scholarly; (4) practitioners; (5) reference; and (6) general interest. Also included are the limitations governing the selection process, statements of the library's weeding and circulation policies, a description of the interlibrary loan subsystem, and the current and predicted total collection size. Concluding the report is an analysis of the documents collection in terms of its coverage of the curriculum needs of the various Langston University academic programs, including both the current and predicted levels of coverage for each program. (MAB)

ED 346 855 IR 054 037

Gailey, Kathleen Jennings
The Emerging Profession: School Library Media Specialists.
PUB DATE- 92
NOTE- 81p.; Educational Specialist Requirement, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Agents; Distance Education; Educational Change; Educational History; Elementary Secondary Education; Futures (of Society); Interpersonal Competence; *Learning Resources Centers; Library Automation; *Library Role; *Library Services; *Media Specialists; *School Libraries; Social Influences; Technological Advancement

The purpose of this research study was to investigate the development of school library media programs in the United States and the emerging roles of school library media specialists from a historical perspective and to make inferences about the future of the profession at the edge of the 21st century. The study was divided into six historical stages. The first two stages dealt with school library issues before the 1950s; the last four stages, each representing a decade from the 1950s through the 1980s, traced the emergence of the school library media program and profession. Each stage reflected societal and educational events that affected the profession's evolution and presented technological, social, and educational trends and visions that might influence the future of the school library media profession. The findings imply that the future of the profession depends on the ability of school

Sutherland, Louise, Comp.; And Others
Strengthening Research Library Resources Program. Abstracts of Funded Projects, 1990. Title II-C, Higher Education Act.
PUB DATE- Apr 92
NOTE- 85p.; For the 1990 edition (1989 projects), see ED 330 371.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Cataloging; *Federal Aid; Financial Support; Higher Education; *Library Collection Development; Library Networks; Microreproduction; Online Catalogs; *Preservation; *Research Libraries; Shared Library Resources
IDENTIFIERS- *Higher Education Act Title II

The 35 funded programs described in this report involve bibliographic control, collection development, and preservation of library materials at research libraries, and are designed to make rare materials more accessible through bibliographic control and networking. It is noted that bibliographic control was by far the predominant activity among the 32 major research libraries that received grants in FY 90. The description of each funded project includes the institution conducting the research library project; the individual responsible for administering the project for the institution; the major area of project activity; the amount of money awarded for use during the grant period; the U.S. Department of Education grant number; and an abstract summarizing the project goals and activities. Appended tables and figures summarize funding, major activities, and joint projects, and a map showing the states that have benefitted from Title II-C since 1978 is included. (BBM)

ED 346 873 IR 054 081

Garland, Kathleen
The Use of Children's Materials in School and Public Libraries.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 14 Apr 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; Elementary Education; Fiction; Learning Resources Centers; *Library Circulation; Library Materials; *Library Statistics; National Surveys; Nonfiction; *Public Libraries; *School Libraries; State Departments of Education; *Use Studies

The first phase of this study was a nationwide survey that examined children's services statistics collected by state agencies and the collection of juvenile circulation statistics by individual public librarians. The study investigated the extent to which these statistics were collected by the two groups and were available through state agencies. Few children's services statistics of any kind were collected by state agencies. Ten agencies requested no public library youth-related information on their report forms. Circulation statistics of juvenile materials appear to be widely available at the local level, however, as 89.1% of the public librarians reported collecting them. In the second phase of this study the 50 state education agencies were asked about school library media center statistics they regularly collect. In addition, a develop a clear common vision, shared by both, and the priorities to be used to get there. Then boards should stand back, challenging and supporting, as the president expands and builds the dream. Evaluations should be based on what is reasonable, and should be undertaken routinely rather than just at crisis times. Boards should encourage professional growth through academies and state and national affiliations. Boards should not shortchange presidents on salaries and fringes. Finally, both parties should maintain a sense of humor through the good and the bad. (GFW)

ED 346 890 JC 910 176

Murray, Betty J.
The Development of Specific Strategies for Coping with the Ramifications of an Aging Faculty at Saint Petersburg Junior College.
PUB DATE- Jan 91
NOTE- 59p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Aging in Academia; *College Faculty; *College Planning; Community Colleges; Faculty Development; Higher Education; High Schools; Literature Reviews; School Surveys; Teacher Attitudes; Teacher Burnout; *Teacher Persistence; *Teacher Retirement; Two Year Colleges; Universities
IDENTIFIERS- *Saint Petersburg Junior College FL

In 1991, a study was conducted at Saint Petersburg Junior College (SPJC) to develop a set of strategies for coping with the ramifications of an aging faculty. The study was initiated as a result of projections that large numbers of aging faculty would soon be retiring in the same or consecutive years. The first step of the study consisted of interviews with an administrator from three neighboring institutions (a university, a two-year college, and a public secondary school) to assess aging issues at those campuses. The second step of the study involved an internal scan of SPJC involving interviews with the Vice President of Human Resources, and three faculty members over the age of 55. Once the external and internal scans were completed, a profile of SPJC instructors was generated by drawing information from personnel files of the 267 employees at the college. Departments with a large proportion of older faculty members were identified, and an interview was conducted with the division directors of these departments. Study findings and recommendations included the following: (1) staff development was a high priority at all of the institutions contacted; (2) none of the respondents in the external interviews had seen any innovative strategies implemented to deal with issues of aging faculty; (3) SPJC should continue to look at trends in relation to aging faculty; (4) the college should encourage faculty to take sabbatical leaves for educational enhancement; and (5) a series of workshops and seminars on issues of aging should be developed to assure the continued success of the institution. A literature review; the test instruments; a 15-item bibliography; and a list of strategies for staff development, to prevent faculty burnout, to recruit quality instructors, and to off-set mass retirement, are appended. (JMC)

ED 346 891 JC 920 206

as one of a series of policy statements relating to the Oregon State Reform effort.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; College School Cooperation; Community Colleges; *Curriculum Development; Education Work Relationship; Government School Relationship; High Schools; Job Training; Position Papers; Program Design; Relevance (Education); *Statewide Planning; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *2 Plus 2 Tech Prep Associate Degrees; *Oregon

Issued jointly by Oregon's Superintendent of Public Instruction and the Commissioner of Community Colleges, this policy statement is aimed at implementing the Oregon Tech Prep/Associate Degree Program (TPAD), a new applied academics curricular structure. The paper begins with a summary of Oregon's school reform effort, an open letter to the leaders of Oregon high schools and community colleges, a statement of the problem of addressing the educational and curricular needs of those students who are unlikely to complete a baccalaureate, and four benchmarks concerning the education and job training of high school students into the year 2010. Next, an introduction describes the need for a TPAD, emphasizing the ways in which such a program removes barriers to educational excellence. After providing a definition of a TPAD, the paper proposes that the following steps be taken to initiate Oregon's program: (1) develop a structured and substance-rich applied academics curriculum; (2) develop and implement high standards, achievement expectations, and assessment policies; (3) develop learning and guidance strategies; (4) provide teacher/counselor preservice and inservice programs; (5) develop the curriculum through collaboration among high school and college faculty, regional professional technical education coordinators, education service districts, and employer representatives; (6) develop strategies aimed at changing student, as well as public attitudes, about professional technical training; and (7) develop community college "bridge" programs to prepare adult students to move into TPAD programs. For each of the seven proposed steps, a number of more specific activities are explored. Notes and references are also included. (JSP)

ED 346 908 JC 920 333

Isonio, Steven
English Placement Recommendations at Golden West College: An Analysis of Disproportionate Impact.
PUB DATE- Jul 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College English; Community Colleges; Ethnic Groups; Learning Disabilities; Minority Groups; *Student Placement; Tables (Data); *Test Bias; *Test Results; Test Validity; Two Year Colleges; Two Year College Students; *Writing Tests
IDENTIFIERS- *College Board Assessment and Placement Tests; *Golden West College CA

In 1992, a study was conducted to determine whether student

DESCRIPTORS- Change Strategies; Community Colleges; Educational
  Change; Educational Economics; Educational Legislation;
  *Federal Aid; Financial Policy; Financial Problems; *Financial
  Support; Foreign Countries; Government School Relationship;
  *Job Training; Politics of Education; *Private Sector;
  *Privatization; School Business Relationship; Two Year
  Colleges; *Vocational Education
IDENTIFIERS- *British Columbia

Prior to 1985, the British Columbia (Canada) community colleges relied heavily on institutional seat purchases (direct funding) to support ongoing vocational programs and, to a lesser extent, to implement new training programs. With the introduction of the Canada Job Strategy in 1985, many of the seat purchases were reduced in favor of indirect purchase from the private sector. British Columbia's largest community college, Vancouver Community College (VCC), saw a reduction in federally sponsored vocational programs from 60% of total programs in 1981 to 12% of total programs in 1991. To keep the college responsive to the needs of its community, VCC redirected its approach to accessing indirect funding. Actions taken by VCC included the following: (1) diversifying the type of training provided; (2) bidding in partnership with private trainers; (3) introducing flexibility in the delivery options of short-term training contracts; (4) accepting small contracts; (5) promoting the importance of accessing third party contracts with the private sector; and (6) keeping current with changing federal initiatives. Shifts in federal training policy have included reductions in federal seat purchases in colleges; the assumption by employers of a greater role in training; a greater shift to indirect funding through local training boards and private sector groups; and the introduction of a competitive marketplace in training. In order to cope with these changes, colleges must establish and/or improve relationships with the private sector and be responsive, flexible, competitive, open to new partnerships and competitive bidding, and understand the implications of federal legislation and policy. (JMC)

ED 346 925   JC 920 358

Boughan, Karl
Student Perceptions of the Racial Climate at Prince George's
  Community College, Spring 1992: A Preliminary Report. Research
  Brief RB93-1.
PUB DATE- Jul 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; *College Environment; Community Colleges;
  Comparative Analysis; Cultural Differences; Ethnic Relations;
  Intergroup Relations; Minority Groups; Questionnaires; *Racial
  Attitudes; *Racial Bias; Racial Discrimination; *Racial
  Relations; *Student Attitudes; Two Year Colleges; Whites
IDENTIFIERS- *Prince Georges Community College MD

In the wake of a shift in the racial composition of the student body at Prince George's Community College (PGCC), which was 62% "minority" by spring 1992, a thorough investigation of the college's racial climate was undertaken. One aspect of this investigation involved the distribution of a questionnaire to 7,000 students enrolled in credit courses, including 5,000 non-whites. Selected findings, based on a response rate of over 20% (N=1,406 students), included the following: (1) the percentage

Doric Little; and (5) "An Analysis of Gender Differences in Position Pathing of Community College Presidents," by Sally Winship and Marilyn Amey. The journal also contains two book reviews, one by Kathy Nelson of Helen S. Astin and Carole Leland's "Women of Influence, Women of Vision"; and one by Linda J. Hughes of Beth Milwid's "Working with Men: Professional Women Talk about Power, Sexuality and Ethics." Brief statements of the history and philosophy of AAWCJC conclude the issue. (JSP)

ED 346 941 JC 920 378

Boese, Larry; And Others
The Relationship of Academic Success to Basic Skills, Educational Background, and Demographic Characteristics: A Retrospective Study of Sacramento City College Students. Assessment Research Project. Executive Summary and Final Report.
PUB DATE- Aug 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Correlation; Demography; *Educational Background; Ethnicity; Grade Point Average; *Predictor Variables; *Scores; Sex Differences; Statistical Analysis; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Sacramento City College CA

In 1989, a research project was initiated at Sacramento City College (SCC) to conduct a retrospective analysis of a sample of 400 continuing and entering students enrolled at SCC during fall 1987. The purpose of the study was to examine the relationship between academic success, basic skills assessment test scores and recommended placement levels, and demographic and educational background variables. The students were followed from fall 1987 through spring 1989, and their academic success was measured in terms of their cumulative grade point average (GPA) and the number of semesters they persisted as students at SCC over the two-year period. Selected findings included the following: (1) age was a significant predictor of cumulative GPA, but not of scores on the Stanford Test of Academic Skills (TASK) English or reading tests; (2) being female was a significant predictor of higher English test scores; (3) being a non-native English speaker was a strongly significant predictor of lower English and reading scores on the TASK; (4) English and reading scores varied significantly between ethnic groups, as did cumulative GPA and persistence; (5) English and math course levels completed were significant predictors of English and reading scores and of cumulative GPA; (6) English course level also positively predicted persistence; (7) college units (or degrees) previously completed were significant predictors of cumulative GPA, but not of assessed scores; and (8) TASK English and reading test scores and recommended placement levels were significant predictors of cumulative GPA, but not of persistence. This document consists of two separate papers: an Executive Summary and the complete Final Report. (JMC)

ED 346 942 JC 920 380

Rhodes, Jean
A Study of Instructional Needs of Part-Time Faculty at

PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biological Influences; *Developmental Psychology; Individual Development; *Moral Development; Moral Values; *Personality; Personality Development; *Piagetian Theory; *Religious Factors; Value Judgment
IDENTIFIERS- *Autonomy (Personal); Identity (Psychological)

The concept of autonomous identity, derived from Piaget's theory of personality, is distinguished from other applications of the term "autonomy" in psychological theory. Introductory comments suggest that both biological and mental development express autonomy in the same two senses: as self-regulating and progressively self-liberating. The next sections focus on various perceptions of the nature of knowledge and moral judgment. The conceptions of autonomy of Erikson, Kohlberg, Loevinger, Peck and Havighurst, and Jung are contrasted with those of Piaget. In the model at issue in this paper, knowledge is perceived as an autonomous activity and autonomous moral choice is deemed to be both possible and desirable. Autonomy is related to intrinsic properties of biological functioning, on one hand, and to identification with universal forms of human experience on the other. The possible integration between the psychology of religious development and that of identity formation is discussed. It is concluded that the autonomous identity reached by separate persons is, in fact, the same identity, and consequently, the only moral distinction between individuals resides in their degree of cognizance of this mutual identity. (AC)

ED 346 960 PS 020 550

Whisler, Jo Sue
Young Adolescents and Middle Level Education: A Review of Current Issues, Concerns, and Recommendations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Child Development; *Curriculum Development; Developmental Stages; *Educational Change; Intermediate Grades; Junior High Schools; *Middle Schools; *Preadolescents
IDENTIFIERS- *Early Adolescents

The ages between 10 and 14 years represent a period of transition between childhood and adolescence when feelings of confusion, anxiety, excitement, and frustration are widely experienced. During this period, early adolescents undergo major developmental changes. Educators working with these young people need accurate knowledge of early adolescents' physical, intellectual, emotional, social, moral, and ethical development, and the developmental tasks facing early adolescents. Educational institutions should focus on the appropriateness of curriculum for this stage of development and should provide necessary social and emotional support to adolescent students. Critics of middle-grade schools have pointed to a number of weaknesses and have put forth a variety of recommendations for transforming middle-level education.

ED 346 978 PS 020 594

Family Friends: Heart Medicine Money Can't Buy.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 92
NOTE- 16p.; For related documents, see PS 020 591-593.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chronic Illness; *Disabilities; Family Problems; Family Programs; Helping Relationship; Home Visits; *Intergenerational Programs; Middle Aged Adults; *Older Adults; Program Descriptions; Social Support Groups; *Volunteers; Volunteer Training; *Young Children
IDENTIFIERS- Adult Child Relationship; *Family Friends Program

In 1986, the National Council on Aging developed the Family Friends program, which brings older people into the homes of children with disabilities and chronic illnesses. Charter programs were implemented in eight cities. These programs are still operating, and programs in other cities are in various stages of development. Since 1989, Family Friends has diversified to serve the rural poor and homeless people. In 1991, a total of 1,200 senior volunteers were matched with participating families. The volunteer provides social and emotional support to the family and child; tutors the child; takes the child on recreational outings; serves as an advocate and a source of information for the family; teaches the child self-help skills; and provides child care relief for parents. Each local program has: (1) a project director, who is a trained professional with experience with "medically fragile" children and their families; (2) an advisory committee of community leaders, health professionals, and parents; (3) volunteers; and (4) participating children and families. Establishing a Family Friends program involves recruiting, training, and supervising volunteers; selecting families to participate in the program; matching volunteers and children; scheduling visits of volunteers to families; fundraising; and promoting and evaluating the program. A list of local Family Friends programs is appended. (BC)

ED 346 979 PS 020 601

Child Care Challenge. A Report of the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session. Committee Print.
PUB DATE- 5 Feb 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; *Day Care Centers; Demonstration Programs; Elementary Education; *Employer Supported Day Care; Federal Programs; *Financial Support; *Models; Preschool Education; *Private Financial Support; Program Descriptions
IDENTIFIERS- Congress 102nd

In 1991, the Select Committee on Children, Youth, and Families challenged members of the House of Representatives to seek out innovative, high quality child care programs in their districts. The programs were to serve as models for states and local jurisdictions or for employers and others in the public and private sectors who were trying to expand and improve child care opportunities. This Select Committee report provides brief of artistic play materials and equipment; (2) improved teaching methods; (3) an emphasis on sanitation and health; (4) improved standards for literature and art; (5) the use of hands-on experience in nature study and elementary science; (6) parental cooperation; and (7) a unified curriculum from nursery school through the primary grades. A bibliography of 45 items published between 1877 and 1940 is provided. A history of the Association for Childhood Education International through 1941, which was not included in the original encyclopedia article, is appended to this reprint. (BC)

ED 346 996 PS 020 683

Gutierrez, Roberto; Slavin, Robert E.
Achievement Effects of the Nongraded Elementary School: A Retrospective Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Continuous Progress Plan; Elementary Education; Elementary School Students; *Flexible Progression; Grade Repetition; *Individual Instruction; *Nongraded Instructional Grouping; Nontraditional Education
IDENTIFIERS- Individually Guided Education; Joplin Plan; *Mixed Age Groups

This article describes the types of nongraded elementary schools that were prevalent from the 1950s through the 1970s, reviews research on the academic achievement effects of nongraded schools, and draws inferences from this research for application of nongraded systems in today's schools. Research in which an objective measure of achievement was used and for which comparability of nongraded and graded samples was established was reviewed. The review established 5 categories of nongraded programs: (1) programs in which students were grouped according to performance in one subject; (2) programs in which students were grouped according to performance in several subjects; (3) programs that used individualized instruction; (4) individually guided education programs; and (5) programs that were not explicitly described in the research. Results indicated consistent positive achievement effects for students in groupings in the first two categories. Nongraded programs that made use of individualized instruction were less consistently successful. It is concluded that nongraded organization has a positive impact on student achievement if it allows teachers to provide direct instruction to students outside of the framework of individualized instruction. A list of 110 references and a set of 6 tables are provided. (BC)

ED 346 997 PS 020 685

James, Vicki; McCamey, Jody
Nutrition and the Pregnant Teen.
PUB DATE- 88
NOTE- 32p.; For a related document, see PS 020 686. Sponsored by grant from the Illinois Nutrition Education & Training Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *Awards; Elementary Secondary Education; *Females; Information Sources; Instructional Materials; *Profiles; Recognition (Achievement); *Womens Athletics
IDENTIFIERS- *Alaska; *Iditarod Sled Dog Race

This instructional booklet features biographical stories of Alaskan women who have raced and participated in the annual Iditarod Sled Dog Race. The Iditarod race covers over 1,049 miles from Anchorage to Nome and attracts racers from all over the world. A team consists of 12 to 18 dogs and their trainer or musher. The first Iditarod took place in Alaska in March 1973; the first woman raced in 1974. This booklet was written as part of "Women in History Month," which is celebrated each March honoring Alaskan women who have excelled in sports. The biographies describe the women's courage, work ethic, and determination. They also describe the mental and physical training required in the sport of sled dog racing. Also featured are biographies of women who assisted in coordinating the race. Each biography includes classroom activities and questions for discussions. Appendices include: (1) example geography and reading lesson plans including objectives, materials, procedures, and enrichment activities; (2) instructions for making dog booties; (3) recipe for dog biscuits; (4) blank map of Alaska; (5) a bibliography of materials related to sled dog racing and the Iditarod; and (6) a student information packet which consists of an overview of the race and its history, examples of special race awards for 1991, an Alaskan musher's dictionary, 1991 race checkpoints, biographical information on women mushers [illegible] 990, a list of Iditarod Champions, official 1991 rules, ma[illegible] northern and southern race routes, 1991 race standings, special race awards, and press highlights. (LP)

ED 347 016 RC 018 652

Laboratory Experience in Outdoor Education. Senior Student Teaching Experience.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Education Courses; Elementary Education; Experiential Learning; Higher Education; *Outdoor Education; *Practicums; Program Descriptions; *Program Implementation; *Residential Programs; *Student Teaching; Teacher Education; Team Teaching
IDENTIFIERS- *Northern Illinois University Taft Campus

This guide describes the outdoor education practicum required of student teachers at Northern Illinois University (NIU). This 5-day residential experience is held at the Lorado Taft Field Campus (branch of NIU), established in 1951 to train teachers in outdoor education. Course objectives include: (1) to help student teachers gain knowledge about planning and conducting residential outdoor education programs; (2) to increase student teachers' understanding of children and their needs by participating in a residential outdoor education experience; (3) to team teach with peers; and (4) to evaluate the

IDENTIFIERS- *Education Economy Relationship

A review of the literature of research in education and economics revealed very limited linkages between education (human capital) and economic development. Much of the economic development research has been carried out in developing nations and is case-study based. Many case studies concentrate on identifying factors that influence location or expansion of businesses. In one U.S. study, the location of new high technology firms was influenced by the presence of a "major" research-oriented university, availability of technical personnel, the quality of local school systems, and (in the South) the presence of vocational training facilities. Studies of the economic aspects of education comprise a very small proportion of educational studies; the majority of these focus on school financing and related equity issues. Among agricultural economists, education research topics appear to be in a renaissance period, stimulated by increased interest in rural development. However, this growing concern with educational issues has not been translated into quantitative research. Although the literature review did not establish strong research linkages between education and economic development, some subsidiary linkages were evident, such as research addressing returns to investment in education and research. Suggestions for research areas are found in a report from the Southern Growth Policies Board: educational finance in states with low incomes and property tax wealth, economic incentives for dropout prevention, mobilization of resources to eliminate adult illiteracy, preparation of a globally competitive workforce, and changes in the federal government's role due to population mobility. This paper contains 23 references. (SV)

ED 347 034 RC 018 727

Jacobsen, Gary; Jacobsen, Cynthia
One School's Approach to Outcome Based Education.
PUB DATE- 92
NOTE- 8p.; Paper presented at the International Rural and Small Schools Conference (Grand Forks, ND, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Committees; *Community Involvement; *Curriculum Development; Elementary Secondary Education; Outcomes of Education; *Parent Participation; Preschool Education; *Rural Education; Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Alaska; Outcome Based Education

This paper describes the efforts of a geographically isolated school district in Alaska to develop an outcome-based curriculum for preschool through 12th grade. In 1986, the new assistant superintendent for instruction introduced the idea of a district-wide outcome-based curriculum. The first curricular area selected for development was a preschool program. Over the course of 5 years, programs for the remaining grade levels were developed. Committee members included teachers, community members and parents, and school board members. The assistant superintendent served as the facilitator and resource person. The committees were trained to use the systems approach to the development of an outcome-based curriculum. This consisted of describing and explaining the idea of an outcome-based curriculum and training members to write learner outcomes in behavioral terms. The body of knowledge to be covered in a subject area was divided into major categories of areas called teachers and elementary school children; (3) involved "hands-on" activities; (4) used readily available, everyday materials; and (5) could be used as the basis for further activities. Each activity includes the procedure, needed materials, key concepts, skills and processes, background information, and extensions. Included is a list of free and inexpensive materials that have proved useful in teaching science and mathematics and contains everything needed for the activities in this booklet and more. The topics of geometry, shapes, the earth, measuring, counting, inclined planes, work, gravity, friction, observing, classifying, angles, dew point, probability, symmetry, variation in nature, metric system, data collecting, estimation, ratios, proportion, melting, freezing, graphs, inferring, patterns, feeding and locomotion of animals, adaptations in animals, volume, ground water, and water supply are presented. A section "Sources of Further Ideas" contains a brief list of professional journals, teacher idea/reference books, curriculum projects along with a list of useable junk. (KR)

ED 347 052 SE 052 002

Greeno, James G.; Berger, Daniel
Functional Knowledge in Problem Solving.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Jul 90
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Simulation; *Critical Thinking; *Educational Strategies; Learning Strategies; Logical Thinking; *Problem Solving; *Thinking Skills

An experiment compared solving of operational and diagnostic problems after different instruction about a fictitious device. Solution of both kinds of problems was facilitated by instruction (1) that focused on functional relations among components of the device or (2) that focused on states of the individual components. For operational problems, this result contrasted with an earlier finding (Greeno & Berger, 1987) that only functional instruction facilitated inference and learning of operational procedures. In this study, component instruction included information about the states of switches and all participants saw a diagram of the device with information about connections between components. Both results are consistent with a characterization of relevant device-model knowledge by Kieras (1984) as including knowledge of device topology: connections between components and relations of connections to the controlling operations and indicators of the device. Comparison of information in the instructional conditions with planning nets for the operating procedures showed that functional instruction included needed information about connections between components and that component instruction included needed information about states of switches that determine connections between components. For diagnostic tasks, while solutions of problems was facilitated by both component and functional instruction, some aspects of problem-solving strategy were facilitated only by functional instruction, indicating that the organization of diagnostic problem solving probably depends on integrative features of the problem solver's mental model of the device. (Author/KR)

ED 347 053 SE 052 006

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Computer Uses in Education; Games; *Heuristics; Junior High Schools; Mathematics Education; *Metacognition; *Problem Solving
IDENTIFIERS- Microworlds

This study investigated junior high school students' use of problem-solving heuristics and metacognitive processes and the relationships that might exist between the students' use of these processes and their cognitive style. Using a computer microworld called "Nimbot" based on the ancient game of Nim, 10 seventh- and eighth-grade students' problem-solving heuristics and metacognitive activities were observed during game sessions via audiotape and a record of the student's key strokes. The various heuristics and metacognitive activities utilized were identified and listed. Cognitive style was measured as a score on the Group Embedded Figures Test to determine the students' location along the field-dependent-independent continuum. General conclusions related to heuristic utilization included: (1) junior high students use the heuristics of trial-and-error, look-for-a-pattern, draw-a-diagram, compare-and-contrast-data, account-for-all-possibilities, simplify-the-problem, break-set, and work-forward-in-solving-a-problem; (2) all but one student used the trial-and-error heuristic; and (3) all students utilized the work-forward heuristic. General conclusions related to metacognitive processes utilization include the following: (1) all students selected a strategy to help them understand the problem; (2) all students focused initially on not losing the game; (3) all students at times were inefficient in monitoring conclusions and generalizations they made while playing the game; and (4) none of the students utilized a highly nonproductive strategy. Interactions between the students' field-dependence-independence and their use of heuristics and metacognitive activities were noted. (16 references) (MDH)

ED 347 070   SE 052 535

Williamson, Margaret Eileen
Implementing Metacognitive Processing in the Mathematics Classroom.
PUB DATE- Aug 91
NOTE- 75p.; M.Ed Thesis, University of British Columbia, Canada.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Environment; *Cognitive Development; Cooperative Learning; Foreign Countries; Grade 6; Intermediate Grades; Interpersonal Relationship; Journal Writing; Mathematics Education; *Mathematics Instruction; *Metacognition; Problem Solving; Small Group Instruction; *Student Journals; *Teacher Role; *Teaching Methods
IDENTIFIERS- British Columbia (Vancouver)

This paper examines theories on metacognition and instructional strategies for developing metacognitive processes. These strategies were then implemented in an inner-city grade 6 classroom in a low-economic, multicultural section of Vancouver, British Columbia (Canada), in which 33 students kept journals that were studied for evidence of metacognitive development. Journal entries formed the basis for responses to six research questions. Conclusions include the following: (1) children at age 11 have varying metacognitive abilities; (2)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aerospace Technology; Elementary School Science; Elementary Secondary Education; Instructional Materials; *Learning Activities; Science Education; *Science History; Secondary School Science; *Space Exploration; *Space Sciences
IDENTIFIERS- *Astronauts; Space Shuttle; *Spacesuits

The Spacesuit wall chart to which this guidebook is a supplement, portrays Astronaut Bruce McCandless on his historic first untethered spacewalk using the Manned Maneuvering Unit during Shuttle mission 41-B (February 3-11, 1984), when he ventured 100 meters from the Shuttle's cargo bay and returned safely. The guidebook provides an in-depth explanation of the elements depicted on the wall chart in see-through and cut-away perspectives, and is divided into the following sections: (1) a descriptive list of the 40 separate spacesuit components; (2) a detailed discussion of the necessary preparations and the checklist of procedures required for the donning of a spacesuit with photographs of the process; (3) a technological explanation of the design and operation of the primary life support system with illustrations; (4) a description of the provisions and the utility of the manned maneuvering unit; and (5) a historical narrative about spacesuit research and use over the past 50 years. (JJK)

ED 347 087 SE 052 922

Koprowicz, Constance L.
Science Education in the States: A Survey.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Biology; Chemistry; Computer Uses in Education; Curriculum Development; Earth Science; *Educational Change; Elementary Secondary Education; Evaluation; Financial Support; Inservice Teacher Education; Integrated Curriculum; Mathematics Education; Mentors; Middle Schools; Physical Sciences; Professional Development; *Program Descriptions; Public Education; Science Education; Science Instruction; Space Sciences; *State Action; State Departments of Education; *State Programs; Telecommunications
IDENTIFIERS- Microcomputer Based Laboratories; Project 2061 (AAAS); Technology Education

In January 1990, the National Conference of State Legislatures surveyed the curriculum directors at each state department of education regarding efforts to improve science education. Those surveyed were asked to list and describe statewide science education programs in the public schools and the involvement of state legislatures in creating and sustaining those programs. This report highlights the actions of nine states and the District of Columbia in this curriculum area, and provides brief descriptions of activities being implemented in all responding states (31 in all). The nine states included are: (1) California; (2) Colorado; (3) Kansas; (4) Kentucky; (5) Michigan; (6) New Hampshire; (7) New York; (8) Oregon; and (9) Rhode Island. A list of respondents at each state's Department of Education is also indexed. (KR)

ED 347 088 SE 052 923

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Instructional Effectiveness; *Instructional Material Evaluation; Instructional Materials; Material Development; *Peace; Psychological Characteristics; *Psychological Studies; Secondary Education
IDENTIFIERS- *Peace Education

Peace education research typically is designed to evaluate the effects of a single lesson or a group of lessons (unit) on some attitudinal or learning outcomes. The current research was designed to evaluate a set of procedures for identifying a mix of peace education lessons that desirably impact on students. Three curriculum consultants were employed to review and rate more than 300 commercially available lessons in terms of the expected impact of each lesson on four psychological constructs: ethnocentrism, political efficacy, conflict resolution skills, and prosocial orientation. Subsequently, the most highly rated lessons for each construct were assembled into four curricula (units) and then field tested with a sample of 1,398 eighth through twelfth grade students. Students were assigned to one of the curriculum groups or to a no-curriculum control group. Measures of the four psychological constructs were administered in a pre-posttest fashion. Critical thinking, political orientation (liberal-conservative) and other measures were also obtained. Results indicated that while all the psychological measures were affected by some of the lessons, curriculum consultants were unable to predict which particular measures would be affected by which particular lessons. Since well-trained and experienced curriculum consultants were unable to predict the impact of lessons on students, the results suggest that the outcomes of peace education instruction should be carefully evaluated. Psychologists and the emerging field of peace psychology can make a major contribution to peace education. A collaborative relationship between psychologists and peace educators is recommended with psychologists developing tools for measurement, assisting in program design and analysis, and providing theory guided peace education content. A list of 28 references is included. (Author)

ED 347 106 SO 021 720

North Dakota 1991 Close Up--A Legislative Insight. Participant Guide.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Burger King Corp., Miami, FL.; Close Up Foundation, Arlington, VA.
PUB DATE- 91
NOTE- 137p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Democratic Values; Government (Administrative Body); *Governmental Structure; High Schools; *State Government; Student Educational Objectives
IDENTIFIERS- *North Dakota Close Up

This guide is designed for those who participate in North Dakota's Close Up program, a program that provides the state's young people with the opportunity to experience government firsthand in an innovative and participatory setting. The state's 1991 legislative program offers a broad range of activities for student participants, including: workshops, legislative simulations, on-site observations of government in

ED 347 128   SP 033 831

Clarken, Rodney H.; Hirst, Lois A.

Multicultural and Global Perspectives in Teacher Education.

PUB DATE- Feb 92

NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); Elementary Secondary Education; *Faculty Recruitment; *Field Experience Programs; *Global Approach; Higher Education; Minority Groups; *Multicultural Education; Preservice Teacher Education; *Student Recruitment; Student Teaching; *Teacher Education Curriculum

IDENTIFIERS- Knowledge Base for Teaching; *National Council for Accreditation of Teacher Educ; Northern Michigan University

Northern Michigan University (NMU) has examined its teacher education program to determine how it has addressed or might address the multicultural and global criteria established by the National Council for the Accreditation of Teacher Education (NCATE) for accreditation of professional education units of teacher education programs. These criteria exist in four categories: teacher education curriculum, field experiences, recruitment and retention of diverse students, and recruitment and retention of diverse faculty. Because teaching multicultural and global persepctives outside of content or pedagogy can isolate and limit their influence, NMU makes efforts to integrate multicultural and global perspectives into existing courses. Field placements among ethnically diverse school populations require choosing sites at some distance from the campus. These placements must be reinforced with appropriate teaching strategies modeled by master teachers and university faculty as well as more direct methods, such as seminars, of fostering cultural sensitivity among teacher education students. Because the Upper Penninsula of Michigan has limited racial diversity, with Native Americans being the most numerically significant non-Caucasian ethnic group, a wide variety of strategies is needed to recruit and retain diverse students and faculty. (IAH)

ED 347 129   SP 033 848

Clarke, Robert; Williams, Bonnie

The Importance of Parental Involvement as Perceived by Beginning Teachers vs. Experienced Teachers.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Beginning Teachers; Comparative Analysis; Elementary Secondary Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; School Activities; *Student Development; *Teaching Experience

This study was conducted to determine the importance of parent involvement as perceived by beginning and experienced teachers. A review of the research yielded a wide range of school policies and classroom practices that influence student

IDENTIFIERS- *Contextual Thinking; University of Saskatchewan (Canada)

Conflicts or disagreements between student teachers and university supervisors in the Extended Practicum program, College of Education, University of Saskatchewan, are often attributed to factors such as "personality clash," laziness, stubbornness, authoritarianism, prejudice, stereotyping, dogmatism, or malice. In reality, many of these problems result from improper understanding or ineffective supervision of student teaching. One way to enhance supervision is to use a Contextual Supervisory (CS) approach. CS is a developmental process by which supervisors adjust their leadership approaches to match the demands of the specific situation. These contextual demands include such variables as the development level of the student teacher as well as the goals of the practicum program and the various conditions and constraints of the specific case. CS is founded on the principle that the Extended Practicum supervisor should match one of four general supervisory styles (directing, coaching, supporting, or delegating) with one of four basic developmental levels of student teachers for particular skills or tasks being practiced. This report applies the CS approach to a particular case study and demonstrates its usefulness as a conceptual tool for bridging the theory-practice gap. (LL)

ED 347 148 SP 033 924

Barnett, Don C.
Survey of the Internship Program at the University of Saskatchewan. Monograph No. 8.
PUB DATE- Feb 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Learning Strategies; Professional Recognition; Program Content; *Program Evaluation; Program Guides; Questionnaires; School Visitation; *Student Teacher Supervisors; *Student Teaching; Surveys; Teacher Education Programs
IDENTIFIERS- Information Overload; Saskatchewan; *Task Structure Design; University of Saskatchewan (Canada)

Interns (N=128) and cooperating teachers (N=142) in the University of Saskatchewan teacher education internship program were surveyed to determine their perceptions of various program components. The survey focused primarily on four inservices scattered throughout the practicum, which presented teaching tasks in smaller, more manageable components to prevent information overload. Between inservices, student teachers focused on and practiced a limited area of teaching rather than attempting to cope with the total spectrum. College supervisors visited schools after each inservice. A questionnaire was distributed near the end of the term which enabled interns and teachers to reflect upon the revised Internship Manual, the Bates Award, recognition to cooperating teachers, and school visitations. Results suggest that interns and teachers perceived the manual positively due to its many references and guidelines; the Bates Award for outstanding performance was questioned; the intrinsic reward of working with interns was considered sufficient recognition for cooperating teachers; and school visitations by college supervisors were perceived positively. A copy of the questionnaire "Feedback on the

Age Day Care; School Desegregation; Staff Development; Teacher Administrator Relationship; Teacher Attitudes; Values Education
IDENTIFIERS- *Kansas City Public Schools MO

The first implementation year is reported of a Classical Greek magnet program at Leroy "Satchel" Paige Classical Greek Academy (PCGA), an elementary school in Kansas City, Missouri. This formative evaluation covers five areas: student demographics, program implementation, perceptions of and attitudes toward the program, achievement levels, and the extended day program. Among the findings are the following: (1) theme implementation was evident; (2) most faculty believed that the physical education program was more extensive than at other elementary schools; (3) areas of teacher concern were the school climate, staff development sessions, and principal and resource teacher; (4) teacher-identified program strengths were athletics and arts aspects, teaching of critical thinking skills, and staff; (5) parents were positive about this first year, and most students indicated that they wanted to return the following year; (6) more than half the Iowa Tests of Basic Skills achievement scores were at or above district and national levels, but below the state average on the Missouri Mastery and Achievement Test; and (7) the extended day program's enrollment was different from the school as a whole, with a smaller percentage of minority children participating. Recommendations are offered regarding administrator/staff working relationships, consultation with faculty in planning staff development sessions, and increased parent involvement. (LB)

ED 346 722 FL 020 428

Seever, Mark L.
Robeson Classical Studies Magnet Middle School: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 30p.; For othe evaluation reports, see FL 020 401-408 and FL 020 427.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; After School Programs; Curriculum Design; Formative Evaluation; Greek Civilization; Junior High Schools; *Liberal Arts; *Magnet Schools; Middle Schools; Parent Participation; Participant Satisfaction; Physical Education; *Physical Fitness; Program Evaluation; Public Schools; School Age Day Care; School Desegregation; Staff Development; Student Behavior; Teacher Administrator Relationship; Teacher Attitudes; Values Education
IDENTIFIERS- *Kansas City Public Schools MO; Middle School Students

The first implementation year is reported of a Classical Greek magnet program at Paul Robeson Classical Studies Middle School in Kansas City, Missouri. The following program components are summarized: educational environment, community component, multicultural component, athletic and health components, personal value system, classics component, and student misconduct. This formative evaluation covers five areas: student demographics, program implementation, perceptions of and attitudes toward the program, achievement levels, and the extended day program. Among the findings are the following: (1) theme implementation was evident; (2) faculty perceptions were more positive in the spring than the fall; (3) teachers disagreed about parent involvement and student discipline, and they saw facilities and student behavior as hindrances; (4) students enjoyed the physical education activities, but did not think the school was

Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; *Context Clues; Decision Making; *Dictionaries; Foreign Countries; *Language Usage; Second Language Learning; Semantics; *Vocabulary Skills; *Writing Skills

Examples are given of real lexical errors made by learner writers, and consideration is given to the way in which three learners' dictionaries could deal with the lexical items that were misused. The dictionaries were the "Oxford Advanced Learner's Dictionary," the "Longman Dictionary of Contemporary English," and the "Chambers Universal Learners' Dictionary." The question examined is what happens when a student consults a dictionary when uncertain about a choice of word or to understand why a word choice was marked wrong. It is noted that a major feature of learners' dictionaries is that they include grammatical and phonetic information to help learners produce language, but the lexical-semantic information in dictionaries provides little help in terms of language production or context. Three types of lexical errors related to context are discussed: errors of register, collocational errors, and errors of meaning. It is concluded that dictionaries tend to be judged by the number of types of headwords listed and the ease with which the definitions can be understood; however, the three dictionaries examined are shown to seriously mislead the student even in the choice of comparatively common words. Suggestions are offered to guide dictionary makers in their compilation of any new production-oriented dictionary. Contains 7 references. (LB)

ED 346 743 FL 020 466

Baynham, Mike
The Oral Dimensions of Literacy Events: A Letter from the DHSS.
PUB DATE- 87
NOTE- 17p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; Cooperation; Discourse Analysis; Ethnography; Foreign Countries; Immigrants; *Interpersonal Communication; *Literacy; *Oral Language; Sociocultural Patterns; *Sociolinguistics
IDENTIFIERS- England (London); Morocco

After a review of the theoretical context to current research on literacy, consideration is given to aspects of the literacy practices of the Moroccan community in the Ladbroke Grover area of West London. Findings from a study of literacy in its social context in Morocco are cited in the discussion of the West London practices. Emphasis is on the use of ethnographic approaches to describe the complex uses of literacy in contemporary Morocco and the extrapolation from this situated work of a proposed general framework for studying literacy in complex societies. The concept of "jointly achieved literacy events" in the London context is described in which a mediator the three test instruments. Tables are included. Contains 41 references. (SM)

ED 346 762 HE 025 495

Jaffe, Alexandra; Graves, William III
Promoting Intercultural Literacy in Colleges of Business.
PUB DATE- 3 Apr 91
NOTE- 28p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Cultural Awareness; Cultural Background; Curriculum Development; *Educational Change; Foreign Culture; *Higher Education; Intercultural Programs; International Education; *Multicultural Education; Postsecondary Education; Program Development
IDENTIFIERS- *Bryant College of Business Administration RI

This paper outlines some of the particular institutional and cultural obstacles that faced teachers and administrators at Bryant College (Rhode Island) as the business school began to internationalize its curricula and began adjusting towards a multicultural teaching/campus environment. The paper also presents some of the methods used in addressing these obstacles in the classroom in order to produce business school graduates who possess the flexibility and adaptability needed to succeed in today's international and intercultural marketplace. The paper addresses the issue of multicultural literacy in educational reform and argues that cultural and linguistic content should not be just an add-on of more information to learn, but should be part of a more inclusive understanding of cultural process, both within and across cultures. Examined are two kinds of obstacles present in business school students' backgrounds, experiences, and orientations that impede multicultural and linguistic learning: (1) those inherent in the institutional and curricular structures of the business college; and (2) those inherent in the structure of contemporary mainstream American culture. A conclusion is that the essential criterion of international/intercultural courses is that they require students to think about fundamental issues of experience and understanding in a very different way than they have been taught by society to accept. Contains 10 references. (GLR)

ED 346 763 HE 025 496

Park, Hoon
Understanding Ego States: A Prerequisite for Cross-Cultural Training.
PUB DATE- 3 Apr 91
NOTE- 23p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Business Communication;

Numbers of Students with Disabilities, Their Needs, and Ratings of Facilities and Services" (Marian N. Steinberg); "A Simple Computer Model for Prioritizing and Scheduling School Visits" (David R. Wier, Jr.); "Status, Role, Experience, and Credentials as Factors Influencing Salaries of Professional Academic Librarians" (Marie E. Zeglen); "Marketing Higher Education in a Changing Society: Reframing Our Questions for the 1990s" (Elizabeth G. Cook); "'Fantasies' and Forecasts for the Year 2010" (Peter Davies, Sherry H. Penney); and "Demand Driven Volunteer Institutional Research at a Small Liberal Arts University" (Ann Preston, Kathleen Murphy, Robert Murphy, Joan Biter, Carol Wittmeyer). Contains an index and members list. (GLR)

ED 346 780 HE 025 598

Kendra, Mary Agnes; Clegg, Ambrose, Jr.
Articulation among Nursing Programs: A Path To Travel To Solve the Nursing Shortage?
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the American Educational Research Association (San Francisco, CA, April, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Articulation (Education); Associate Degrees; Bachelors Degrees; Communication Skills; *Competence; *Degrees (Academic); Higher Education; Nurses; Nursing; *Nursing Education; Nursing Research; Professional Education; Two Year Colleges

A study was done of recent graduates of associate degree nursing programs (ADNs) and baccalaureate degree nursing programs (BSNs) to see whether they could be differentiated on the basis of two levels of nursing practice using three categories of competency: direct care, communication, and management. The study used a post-test-only comparison group design to analyze response scores to a survey instrument designed to address 16 professional competencies and administered to a volunteer sample of 20 ADN and 29 BSN graduates. All participants had graduated within the previous 8 months and were employed in 4 large metropolitan hospitals. Results showed no difference between ADNs and BSNs in two of three categories of nursing competency (direct care and management). In addition it was found that nurses from both groups with lower grade point averages scored better on communication competencies. Consideration of the findings suggested that curricula in educational programs must acknowledge competency statements describing two levels of practice and design associate and baccalaureate curricula accordingly. Bringing about clearer differentiation between the two levels would preclude blurring of competence of students graduating from technical and professional curricula. Included are seven tables and 19 references. (JB)

ED 346 781 HE 025 599

Bowden, S. Dianne; Heritage, Jeannette
Implications of Increased Enrollment of Adult Learners in Colleges and Universities.
PUB DATE- 27 Mar 92
NOTE- 23p.; Paper presented at the Conference of the Southeastern Psychological Association (Knoxville, TN, March 27, 1992).
LANGUAGE- English

questionnaire responses. (JB)

ED 346 798 HE 025 618

Nicodemus, Robert
Course Teams. Understanding Course Teams: Organization and Dynamics (Report No. 62). Workshops and Seminars on Team Work: 1978-1991 (Report No. 63). Development of a Course Team (Report No. 65).
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *Consultation Programs; Course Organization; Curriculum Development; *Group Dynamics; *Group Experience; Higher Education; *Human Relations; *Interprofessional Relationship; Postsecondary Education; Teacher Workshops; Team Teaching; *Team Training
IDENTIFIERS- Open University (Great Britain); *Process Consultation

The three reports combined here examine a workshop/seminar consultancy program for college faculty on the dynamics of course teams and group process in course development. The consultancy program focused on the hidden influences of groups and the relationship between individual and institutional change. These three reports: (1) examine the experiences of the group dynamics workshop that was conducted with an Open University French course team in October of 1991; (2) trace what was learned between 1978 and 1991 when attempting to apply process focused consultancy to more educational activities; and (3) discuss the dynamics of the course team and how it contributed to the development of a team and the progress of work. Included are examples of the projection of anxieties, difficulties in thinking through the implications of actions, and inhibitions about decisions involving risk or change. Also included are a list of workshops and seminars held from 1978 through 1991; a list of internal papers and their focus; and course team meeting notes. (GLR)

ED 346 799 HE 025 619

Nicodemus, Robert
A Psycho-Analytic Perspective on Learning through OU Videos (Report No. 64).
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; College Students; *Educational Media; Group Dynamics; Higher Education; Human Relations; *Learning Processes; Learning Theories; Mathematics; Postsecondary Education; *Psychoeducational Methods; Teacher Education; *Teaching Methods; Undergraduate Study; *Videotape Recordings

report of project activities and findings, with emphasis on the importance of information technology to the state's postsecondary education; the use of computer, video, and audio technologies in instruction; obstacles and issues involved in using these technologies; and implications for state policy. Seven recommendations resulting from the study are also presented together with statements of the rationale and impact of each. A glossary of terms, an outline of the requirements for funding a computer infrastructure in higher education, and a copy of the survey questionnaire are appended. (BBM)

ED 346 819 IR 015 428

K-Grade 12 Educational Technology Planning: The State of the Art. A Selected Bibliography. Hot Topic No. 1.
PUB DATE- May 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Planning; *Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Instructional Improvement; *Long Range Planning; Microcomputers; Organizational Development; *School Restructuring
IDENTIFIERS- *Canada; United States

Designed to form a base for improving educational technology planning in Canada, this annotated bibliography begins with a brief discussions of trends in the use of education technology to improve and/or restructure K-12 education; indicators of a significant plan; and scanning the K-12 educational environment for strategic planning. The bibliography then presents educational technology reports, visions, and plans that were selected as representative of the wealth of useful information on how policy makers and educators are planning to shape the future of education using technology. The three sections present: (1) Educational Technology Reports, including "Trends and Issues in Educational Technology," "Transforming American Education: Reducing the Risk to the Nation," "New Tools for Teaching and Learning," "Change in Public Education," and "Technologically Enriched Schools of Tomorrow"; (2) Educational Technology Visions, including "The Future of Educational Technology," "Learning 1998: Two Futures," "Images of Potential," "Visions 2000: A Vision of Educational Technology in Alberta," and "A Third Wave Educational System"; and (3) Educational Technology Plans, including "Long Range Plan for Technology in Texas State," "Long Range Educational Technology Plan for California Schools," "Preparing Alberta Students for the Twenty-First Century," "Technology and Transformation of Schools," "Education and Technology at the Crossroads," "Systems Design of Education," "Calgary Board of Education," "Towards 2000: Shaping Our Future," "Action Plan 1990-1994: Restructuring the Education System," and "The Learning and Technology Directional Plan." (12 references) (DB)

ED 346 820 IR 015 549

Fredrickson, Scott
Telecommunications and Distance Education: Using Electronic Mail To Teach University Courses in Alaska.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Computer Networks; *Databases; Electronic Mail; Facsimile Transmission; Federal Government; Floppy Disks; *Information Dissemination; Information Storage; *Information Technology; Microcomputers; *Online Systems; *Optical Data Disks; Public Agencies
IDENTIFIERS- *Government Information

This testimony discusses ways in which some federal government agencies use technology to provide the public with cheaper, faster access to a wider range of information which can be searched and manipulated in ways never possible on the printed page. Technologies included in the discussion are compact disc-read only memory (CD-ROM), electronic bulletin board systems (BBSs), databases, voice messaging and facsimile transmission (FAX), microcomputers, floppy disks, computer networks, and online systems. Some databases from federal agencies that are available CD-ROM are discussed: the Geologic Long-Range Inclined Asdic (GLORIA)-East Coast from the U.S. Geological Survey; the Federal Acquisition Regulation (FAR) and the Federal Information Resources Management Regulation (FIRMR) from the General Services Administration; the Classification and Search Support Information System-Classification (CASSIS-CLSF) from the Patent and Trademark Office of the Department of Commerce; and the National Trade Data Bank from the Department of Commerce. Also discussed are a trial CD-ROM project at the National Agricultural Library; the Economic Bulletin Board of the Department of Commerce; Project HERMES, a pilot program which transmits Supreme Court decisions via personal computer and modem to subscribers; the use of voice messaging and facsimile transmission by the Office of Public Affairs at the Department of Agriculture (AgNewsFAX); and the Health Care Financing Administration (HSFA) Medicare pricing table, which has been issued on two floppy disks. Government Printing Office participation in such activities and the use of Internet to disseminate government information are also mentioned. Ordering information for technology examples is appended. (DB)

ED 346 838   IR 015 590

Jouet, Josiane; Coudray, Sylvie
New Communication Technologies: Research Trends. Reports and Papers on Mass Communication No. 105.
PUB DATE- 90
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; Cultural Influences; Distance Education; Educational Technology; Foreign Countries; Global Approach; *Information Technology; Interdisciplinary Approach; International Communication; Laws; Political Influences; *Research Opportunities; Social Influences; *Telecommunications; Trend Analysis
IDENTIFIERS- *UNESCO

This report presents a synoptic view of the research on the subject of new information technologies that has been supported by Unesco and of research conducted outside Unesco's program. The report attempts to single out the main findings of this body of research and to identify new avenues of investigation and action that may be able to contribute to the growth of the research effort. An interdisciplinary approach is taken to the main problem areas in new communication technologies, and the issues discussed range over the fields of economics, law, library media specialists to adapt and cope with rapid changes in the Information Age. Keeping abreast of technological and educational developments and transferring professional expertise through effective interpersonal skills are requisite. It is concluded that the profession must encompass past and present roles with future visions as it continues to emerge in the 21st century. (54 references) (BBM)

ED 346 856   IR 054 048

Cleyle, Susan E.
Bridging the Distance with UREAD Off-Campus Library Services and U.READ: Alternatives to On-Site Bibliographic Instruction.
PUB DATE- Oct 91
NOTE- 21p.; Papers presented at the Quality in Off-Campus Programs Conference (Ft. Lauderdale, FL, October 1991) and the Off-Campus Library Services Conference (Albuquerque, NM, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; College Libraries; *Distance Education; Foreign Countries; Higher Education; Information Seeking; Library Guides; *Library Instruction; *Library Services; Videotape Recordings
IDENTIFIERS- *University of Regina SK

The first of two papers describing the University of Regina Education At a Distance (UREAD) off-campus library service focuses on the implementation of the program at the University of Regina (in Saskachewan, Canada) with relation to the issues that would be of concern to other institutions considering developing an off-campus service. Information obtained from a literature review on how other libraries have implemented their individual programs is briefly reported, and the process of defining the client and service base is described. The services to be offered by UREAD in response to its mandate--to make off-campus library services as equal as possible to services offered on-campus--are listed; they are: (1) specific books and documents; (2) photocopies of periodical articles; (3) thematic/subject searches; (4) responding to reference/information queries; (5) computerized searching of commercial databases when appropriate; and (6) interlibrary loan and document delivery of materials not held by the university. Areas to be considered in the budget are then identified and discussed. Descriptions of some of the experiences of UREAD in the areas of delivery and the research process conclude this paper. The second paper describes the distance education program and the evolution of UREAD services during its three years of operation with emphasis on bibliographic instruction. It is noted that, at the end of the first year, document delivery took precedence over travel to remote sites by the Instructional Support Librarian, and the following instructional materials were developed for independent student use: two Library Videos, a Library Guide, and Citation Lists. A discussion of the ways in which these materials are used and their effectiveness concludes this paper. (BBM)

ED 346 857   IR 054 054

School Library Media Program Connections for Learning.
PUB DATE- 91

random sample of individual elementary and middle school library media specialists nationwide were asked about the kinds of circulation statistics they collect. Although approximately 53% of the school respondents reported collecting circulation data, almost half of the state agencies (24) were not regularly collecting any library media program statistics. The goal of the third phase of this study was to investigate similarities and differences in the use of children's collections in two paired sets of school and public libraries in the same communities. A rural and a suburban community were studied to determine whether there were differences in the types and subjects of children's books that circulated. The public libraries circulated significantly more easy fiction, and the elementary school library media centers circulated significantly more fiction and nonfiction. The most highly circulated juvenile nonfiction books were in the 300, 500, 600, and 900 Dewey classes. Circulation of juvenile nonfiction within each of these classes was subject to local variation, however. (Three appendices contain copies of the survey forms and directories of statistics collected by state agencies on children's library programs and services and on school library media programs.) (Author)

ED 346 874 IR 054 082

Lamme, Linda Leonard; Beckett, Cecilia
Whole Language in an Elementary School Library Media Center. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childrens Literature; Elementary Education; Elementary School Curriculum; *Learning Resources Centers; Library Collection Development; Library Materials; *Library Role; Literature Appreciation; *Media Specialists; School Libraries; Teaching Methods; Thematic Approach; *Whole Language Approach; Writing Instruction
IDENTIFIERS- ERIC Digests; Librarian Teacher Cooperation

This digest examines changes that are involved in an elementary school library media program when the school's instructional methods move from a basic skills to a whole language approach. These changes are discussed in terms of three curricular foci--theme studies, process writing, and literature-based reading--and new demands that are placed on the collection and the school librarian. Because the whole language approach relies heavily on children's literature instead of textbooks, large numbers of trade books are required, and librarians must work cooperatively with teachers to ensure that the necessary resources are available in the media center when needed. Flexible scheduling in the school media center is important to the success of theme studies as it allows children to seek answers to questions as they arise. Since whole language creates an enormous demand for books, videos, cassettes, and computer programs, library media specialists can expect dramatic changes in collection use as well as changes in their role. Not only must library media specialists become very familiar with the library collection, but they must also serve as a resource to students and teachers during the planning and execution of theme studies, a teacher of information skills,

Agosto, David; And Others
Student Persistence Rates.
PUB DATE- 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Credits; Community Colleges; *Educational Attainment; *Enrollment; Enrollment Trends; Ethnicity; Graphs; *School Holding Power; *Student Attrition; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- Los Angeles City College CA

In 1992, a study was undertaken to measure student persistence at Los Angeles City College (LACC) over a 3-year period. A total of 462 new, entering students were selected from a larger, random sample of 1,250 full- and part-time students who had enrolled in credit courses in spring 1989. Descriptive items, such as student characteristics and enrollment trends, were analyzed. Highlighted findings included the following: (1) no students had achieved a certificate of completion or degree within the 3-year span from spring 1989 through the end of fall 1991; (2) two females had completed an Associate in Arts in liberal arts by February 1992; (3) the mean number of females completing units was 26.78, while the mean number of males was 18.78; (4) there was no significant correlation between ethnicity and rate of attrition; (5) almost half of those initially enrolled (n=205) had registered, but failed to appear in the first semester of enrollment; (6) almost all students had received no matriculation services beyond admissions and orientation; (7) probation figures did not reflect the actual large number of students enrolling each semester who completed zero units of credit; and (8) 29 of the original 462 students were still enrolled in spring 1992. Appendixes include a key to the study's code book variables; bar graphs presenting data on citizenship status, and units completed by department; an LACC application for admission; a summary of study findings and recommendations; and study data aggregated by student characteristics, such as major by age group, ethnicity, day/evening status, probation status, cumulative units completed, enrollment by semester by units completed, and semester units completed by gender. (JMC)

ED 346 892 JC 920 296

Tichenor, Richard; Cosgrove, John
Enrollment & Academic Progress of Fall 1986 New Students: Fall 1986 -- Spring 1991.
PUB DATE- 15 May 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Credits; Community Colleges; Degrees (Academic); Educational Attainment; *Enrollment; *Enrollment Trends; *Grade Point Average; Graduation; Longitudinal Studies; Stopouts; Two Year Colleges
IDENTIFIERS- Saint Louis Community College MO; *Student Information System

An overview is provided of the enrollment patterns and academic progress of the fall 1986 new student cohort at St. Louis

placement rates into college-level courses varied across subgroups of students at Golden West College (GWC), and, if so, the extent to which this disproportionate impact (DI) occurred. The standard of the Equal Employment Opportunity Commission (EEOC) for employee selection holds that DI is evidenced when the selection rate of an impacted group is less than 80% of that for the majority group. This standard was applied to the results of the English writing portion of the college boards assessment and placement services (APS) test administered to incoming GWC students. Data were compiled for all those who were tested between early December 1991, and the end of June 1992, totaling 1,851 students. In the case of student ethnicity, there was some evidence of DI in the use of the APS for placement recommendations of Asian students, but not for Hispanic students. Similarly, students reporting verified learning disabilities were recommended to degree-applicable courses at a rate below the EEOC standard, indicating some degree of DI. There was no evidence of DI for any age group. A recent monograph summarizing similar evaluations indicated that there was evidence of DI, based on the EEOC standard, in over 60% of the calculations at 11 community colleges. The GWC analyses resulted in evidence of DI in 22.2% of the calculations. Appendixes provide data tables and graphs. (JMC)

ED 346 909 JC 920 334

Draper, Brice; Van Groningen, Tom
Collaborative Governance: Structures for Success. The California and Yosemite Community College District Experience.
PUB DATE- 12 Oct 90
NOTE- 39p.; This document is the product of a joint CEO/Trustee Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Administrator Responsibility; Board Administrator Relationship; Board of Education Role; *College Governing Councils; Community Colleges; *Educational Legislation; *Governance; *Governing Boards; Participative Decision Making; Policy Formation; State Boards of Education; *State School District Relationship; *State Standards; Two Year Colleges
IDENTIFIERS- *California Community Colleges; Yosemite Community College District CA

Assembly Bill (AB) 1725 addresses the mission, functions, governance, finance, staffing, programs, services, and accountability of the California Community Colleges (CCC). Many of the bill's recommendations place emphasis on the 107 community colleges, the CCC Chancellor's Office, and the Board of Governors (BOG) becoming a single system of postsecondary education, with shared governance as the cornerstone of the system. The shared governance provisions of AB 1725 encompass two levels: statewide shared governance between the BOG and the local district boards; and local governance between the local board and the academic senate. Perhaps the most important aspect of the bill's provisions is that the BOG and the local boards still have the primary responsibility and authority for the statewide system and the local colleges, respectively. One of the main goals of AB 1725 is increased involvement of the academic senates, particularly in the areas of hiring and evaluation. The CCC Chancellor's Office has developed a number of analytical documents to assist local districts in of respondents who had a realistic perception of non-white proportions within the student body was 72%, within the faculty was 69%, and within the administration was 73%; (2) students seemed unaware of attempts to improve racial balance within the faculty and administration; (3) 52% rated race relations in the college, as a whole, as good or very good, and another 36% rated them as "O.K."; (4) white and non-white students agreed on the positive abstract value of college diversity; (5) 46% of the non-whites and 84% of the whites agreed that whites do not practice a subtle form of racism; (6) white students were less likely to express comfort with campus racial diversity and to find it personally valuable than were non-white students; (7) 38% claimed to have experienced at least one of the 18 listed types of racial bias while at PGCC, while another 10% had witnessed or heard about such an event; (8) 30% of non-whites, and 14% of whites felt they had experienced faculty racial bias; and (9) only 35% of those claiming to have experienced racial bias made any discernible response to it. An appendix includes a summary of responses and the survey instrument. (JSP)

ED 346 926   JC 920 359

Collaborating To Help High-Risk Students Succeed. Beacon Guide.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 92
NOTE- 55p.; An AACJC Beacon College project conducted in collaboration with Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College of Oregon.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Career Education; Community Colleges; *Cooperative Programs; *Educational Cooperation; *High Risk Students; Institutional Cooperation; *School Business Relationship; School Community Programs; School Community Relationship; Two Year Colleges

The goal of the American Association of Community and Junior Colleges' Beacon Colleges Initiative is to disseminate information about exemplary collaborative programs and services. In Oregon, Chemeketa Community College is the Beacon College which has been working in association with five other community colleges in the state to build community beyond the campus by collaborating with employers and agencies to help high-risk students succeed. This guide, designed as a resource for those wishing to initiate collaborative projects of their own, presents an overview of efforts undertaken by the Oregon consortium. In section I, six "Beacon Briefs" are presented, offering background information on key concepts, services, or issues related to programs for high-risk community college students. Section II consists of charts of each college's collaborative projects with agencies or employers, listing major activities, contact people, the external partners involved, the source of funding, and the target population. A glossary of organizational and educational acronyms is also provided. In section III, 31 brief annotations are offered of model projects and resource documents, including: (1) Adult and Family Services Self-Sufficiency Center; (2) Alternative High

Northwestern Michigan College.
PUB DATE- May 91
NOTE- 107p.; Master's Thesis, Ferris State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adjunct Faculty; *Administrator Attitudes; Administrators; *College Instruction; Community Colleges; Comparative Analysis; Literature Reviews; Mail Surveys; Needs Assessment; *Part Time Faculty; Questionnaires; Statistical Analysis; Tables (Data); *Teacher Attitudes; Teacher Characteristics; *Teacher Qualifications; *Teaching Skills; Two Year Colleges
IDENTIFIERS- Northwestern Michigan College

In 1991, an instructional development needs assessment was conducted of the part-time faculty at Northwestern Michigan College (NMC). A survey instrument, requesting participants to rank-order a variety of skills and competencies were mailed to two groups: part-time faculty who had taught at least one quarter at NMC in the 1989-90 school year; and instructional leaders, defined as deans, division directors, and department heads. Seven areas were defined by both the instructional leaders and the part-time faculty as top priorities; they included determining course goals, using a variety of teaching methods, and clearly defining performance objectives for the learner. Similarities between part-time faculty and leaders were also seen in areas rated as the lowest priority by both groups; these included being familiar with the NMC library, having computer skills, and utilizing stress management skills. Areas which instructional leaders placed at a premium, but which part-time teachers placed at the lowest extreme of the rating scale included: demonstrating skills in measurement and evaluation; knowing how to access the tutorial services available at NMC; and being familiar with NMC's policies and procedures. Part-time faculty rated the following highly, in complete opposition to their instructional leader counterparts: assessing instructional requirements; demonstrating knowledge regarding the special characteristics of educating adults; and utilizing strategies for increasing student motivation. Significant differences were also revealed among the priorities of various college divisions. Appendixes include the questionnaire and frequency distributions for both surveyed groups. (JMC)

ED 346 943 JC 920 381

Reichheld, Charles A., III
Review and Evaluation of the College Level Examination Program for Introductory Macroeconomics for Providing Credit by Exam.
PUB DATE- May 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Concurrent Validity; *Economics Education; *Equivalency Tests; *Predictive Measurement; Predictor Variables; Testing Programs; *Test Reliability; *Test Validity; Two Year Colleges
IDENTIFIERS- *College Level Examination Program

At Cuyahoga Community College (CCC), the College-Level Examination Program (CLEP) for Introductory Macroeconomics Test was evaluated to determine if it was an effective tool for

While there is no single model for the successful middle school, there is some consensus that: (1) schools can be large as long as they create subgroups of students that form small communities of learning; (2) interdisciplinary teams represent a keystone practice; (3) advisory groups provide critical socioemotional support; (4) middle schools should provide an environment in which students can explore personal interests in addition to the regular curriculum; (5) special programs may be needed to help students make an orderly transition from elementary to middle grades, and from middle grades to high school; (6) an appropriate core curriculum should be developed, and varied teaching strategies used to teach it; and (7) teachers should be prepared, caring, and empowered. (AC)

ED 346 961 PS 020 561

Guddemi, Marcy
The Child's Right To Play.
PUB DATE- 8 May 92
NOTE- 12p.; Paper presented to the United Nations Press Conference (May 8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Childhood Needs; Child Labor; *Childrens Rights; Developed Nations; Developing Nations; Enrollment; Intellectual Development; *Play; Poverty; *Preschool Children; Preschool Education; Social Development; Television Viewing
IDENTIFIERS- Cultural Values; Environmental Design; Structured Activities

Several factors are eroding children's right to play. The first is continuing poverty throughout the world. This factor is evident in underdeveloped countries and the inner cities of industrialized countries. Changing cultural values are a second factor in developed societies where indifference toward the importance of play is prevalent. The many activities children are required to participate in and the amount of time they spend viewing television decrease the time they spend in play. The third factor is inadequate environmental planning. Developers do not include play spaces in their community designs; pollution and traffic deter childhood play; and segregation of children in communities prevents the child's day from being an integral part of the life of a neighborhood. The fourth factor is an overemphasis on academic and structured studies in schools and preschools. This academic approach hinders play's functions of helping children grow intellectually and learn social skills. Some preschools in the United States, Italy, and Japan are mentioned as examples of schools in which the child's right to play is a focus of the program. Correlations between family income and preschool enrollment in the United States and other countries are discussed. A 16-item bibliography is provided. (BC)

ED 346 962 PS 020 564

Swick, Kevin J.
A Descriptive Assessment of Project Focus' Home Visit Program.
PUB DATE- May 92
NOTE- 77p.
LANGUAGE- English

descriptions of 77 programs in 17 states nominated by the Congressional representatives. Introductory material underscores the importance of child care to family economic security and to relieving the stress that may be a precursor to child abuse or neglect. This section also addresses the role of resource and referral agencies in supporting the child care system, financial concerns, and new dimensions of employer-sponsored child care. The bulk of the report consists of brief descriptions of the child care models, organized according to state. Descriptions vary, but each indicates the name of the program, its location, and the name of the representative who nominated the program. Some descriptions also provide information on such topics as: (1) the company or organization sponsoring the program; (2) the program's capacity, staff, hours of service, and financial support; (3) date when the program was established; (4) accreditation; (5) linkages with local schools and colleges; (6) evaluation; (7) primary clientele; or (8) services provided to the children and their parents. (AC)

ED 346 980   PS 020 604

Weill, James D.
Child Advocacy in the United States: The Work of the Children's Defense Fund. Innocenti Essays No. 2.
PUB DATE- Aug 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Childrens Rights; *Child Welfare; *Disadvantaged Youth; Financial Support; *Lobbying; Nonprofit Organizations; Political Issues; Program Descriptions; *Public Opinion; *Social Action; Social Problems
IDENTIFIERS- *Childrens Defense Fund; Federal Budget

This essay provides an overview of the goals and activities of the Children's Defense Fund (CDF), an advocacy group headquartered in Washington, D.C. that works to improve the well-being of American children through systemic change and whose goal is to make it unacceptable for any child in the United States to grow up homeless, hungry, sick, uncared-for, unsafe, undereducated, or without hope for the future. The introductory section of this paper provides background information on the formation, vision, and workings of the CDF. Part I of the essay provides a statistical profile of United States children, offering data on the number of children living in poverty, access to health insurance, teen pregnancy and births, and child care and family leave. In addition, problems related to education, housing and homelessness, abuse and neglect, and violence are described. Part II presents a portrait of the CDF, including information on its wide base of financial support; staff; founder; and concern with the needs of poor, minority, and disabled children. Part III explains the ways in which the CDF advocates for children through research and analysis, the publication of results, budget advocacy, media campaigns, mobilization of the public, development of coalitions, lobbying for legislation, efforts to make sure that laws to protect children are implemented, work with state offices, and community-based projects. Throughout the report, insets are used to present data on the status of children; brief reports on issues; and CDF accomplishments. (AC)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Early Parenthood; Eating Habits; Food; *Mothers; *Nutrition; *Pregnancy; *Pregnant Students
IDENTIFIERS- Fast Foods; *Fetal Development; Menu Planning; Minerals (Nutrition); Vitamins

This illustrated guide for pregnant teenagers discusses the nutritional needs of the mother and her unborn child in a month-by-month format. The information presented for each of the 9 months typically includes a sample daily menu; a checklist of recommended servings per day for each of four food groups; a description of the usual emotional and physical reactions of the mother during the month; and a description of the fetus's development during the month. Discussion throughout the guide concerns such topics as: (1) sources of iron; (2) sources of, and needs for, calcium; (3) snacks; (4) needs related to calories; (5) functions of, sources of, and needs for vitamins A and C; and (6) fast foods. A list of 10 references is provided. (BC)

ED 346 998 PS 020 686

McCamey, Jody
Teen Parenting: The First Year.
PUB DATE- 92
NOTE- 35p.; For a related document, see PS 020 685.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Body Weight; Breastfeeding; *Child Development; Childhood Needs; Child Rearing; Cognitive Development; *Early Parenthood; Infant Behavior; *Infants; Language Acquisition; *Mothers; Motor Development; Parent Child Relationship; *Parent Education; Parenting Skills; Social Development
IDENTIFIERS- Baths; Bottle Feeding; Choking; Diapering; Teeth

This guide for teenage mothers discusses the needs of the mother and her child during the first year of the child's life. Information on the child's and the mother's behavior and emotions just after the child's birth is presented. Also presented is information on the following: procuring items needed for tending the baby; playing; crying; breast and bottle feeding; bathing the baby; changing diapers; dealing with emergency situations; and weighing the baby. For months 1 through 12, the behavior and needs typical of the child for each month are described, and typical activities relating to motor, language, mental, and social development are listed. Included with the information for month 3 is a discussion of the development of the baby's first teeth; and for month 5, discussions of feeding the baby and preventing the baby from choking while eating. (BC)

ED 346 999 PS 020 723

Balkcom, Stephen
Cooperative Learning.
PUB DATE- Jun 92
NOTE- 3p.
LANGUAGE- English

experience. Grading is done by Taft faculty on a pass/fail basis. A student who participates in the planning, demonstrates interest and enthusiasm, works competently with children, and carries a fair share of the work can expect to pass. General information for university students at Taft is provided, including rules and guidelines pertaining to meals, visitors, and smoking. A "teaching team" approach is used in which two or three student teachers are assigned to a group of 10 students and supervision is provided by the Taft faculty and classroom teachers. The document includes a list of equipment and clothing needed, dining hall guidelines, acceptable table manners, guidelines for supervising children in dormitories, and emergency procedures. A section of the guide addresses developing lesson plans with examples. It also includes sample teaching ideas for outdoor education, a list of instructional resources and field equipment available at the Taft campus, maps of the Lorado Taft Field Campus, and charts and graphics. (LP)

ED 347 017　　　　RC 018 653

New Mexico State Board of Education's Consolidating Initiatives for Tomorrow's Education (CITE) Plan.
PUB DATE- Sep 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consolidated Schools; Educational Change; *Educational Finance; *Educational Improvement; *Educational Planning; *Educational Policy; *Educational Strategies; Elementary Secondary Education; *State Boards of Education
IDENTIFIERS- *New Mexico; New Mexico State Board of Education

This report describes the New Mexico State Board of Education's Consolidating Initiatives for Tomorrow's Education (CITE) plan. The purpose of this plan is to address long-range goals for school reforms and funding, educational and educator standards, and future expectations for continued school improvement and state leadership. Each section includes expectations and indicators for assessing the achievement of school programs, students, educational leaders, and state leadership. The specific topics addressed include: (1) restructuring schools, (2) year-round schools, (3) clear student expectations, (4) assessment of student expectations, (5) remediation, (6) proficiency in two languages for all students, (7) graduation, (8) expanded occupational preparation opportunities, (9) expanded opportunities for adults, (10) improved opportunities for at-risk students, (11) analysis and modification of testing requirements for educators, (12) professional development opportunities for educators, (13) improved professional status of educators, (14) restructuring in the State Department of Education, and (15) job locater service for educators. The CITE Plan also includes: (1) a 5-year budget and revenue plan, (2) budget support for the instructional program to address the need to refine the program and budget review process, (3) a master plan for the use of technology in education, (4) business and school partnerships, and (5) increasing opportunities for persons with disabilities through Consolidating Initiatives for Enhancing Lifestyle Opportunities (CIELO). The CITE plan emphasizes the coordination of services among agencies, the community, parents, and business leaders in achieving stated expectations. (LP) strands. Each strand was then divided into supporting areas called topics. The learner outcomes were vertically articulated throughout the curriculum moving sequentially from one grade level to the next. Implementation of the curriculum was effective because participating teachers felt a sense of ownership in the curriculum and the committees provided inservice workshops to the other teachers. This type of curriculum development project requires time and money. (KS)

ED 347 035   RC 018 735

Stabler, Karen, Comp.
Chicano Studies: A Bibliography of Primary Reference Sources.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Biographies; Databases; Dictionaries; *Directories; Encyclopedias; Indexes; *Mexican Americans; Periodicals; *Reference Materials
IDENTIFIERS- *Chicano Studies

This document provides primary references (mostly in English) on Chicano topics and a basic strategy for researching topics related to Chicanos. The document suggests beginning with dictionaries and encyclopedias as starting points for research. Journals are the best source for current information on a topic. Several indexes list references to journal articles in the field of Chicano studies. CD-ROM databases offer an exciting new approach to the retrieval of citations of journal articles. These include INFOTRAC Academic Index, PsychLIT, ERIC, and ABI/INFORM. Books are not as current as journal articles but will provide more comprehensive coverage of a subject. Sources that may also be helpful include other bibliographies, biographies, directories, statistical references, atlases, genealogical sources, and government documents. In each entry, the bibliography provides the call number of the New Mexico State Univerity Library, the title, publisher, publication date, and a short description of the reference, where appropriate. The document also offers tips for using the various sources. (KS)

ED 347 036   RC 018 736

Baldwin, Mark K., Ed.
Birds, Bats, and Butterflies. A Leaflet for Adults Who Want To Share Nature with Children. No. 1-4.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Entomology; *Experiential Learning; *Learning Activities; *Ornithology; *Outdoor Education; *Science Instruction
IDENTIFIERS- Earthworms; *Nature Study

This series of leaflets provides information about nature education in outdoor settings. Each issue begins with an account of a personal experience with children in nature. Following the personal narrative is a section titled, "A Nature Primer," which provides scientific information about a topic in nature. The next section, "Ready, Set, Go" presents nature activities for children related to the topic. The final

Wilkinson, Gayle A.

S.A.P. Students Adopt Plants: A Curriculum Guide for Independent Research Projects in High School Biology.

PUB DATE- 90

NOTE- 30p.; Contains dot matrix type.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Gifted; Higher Education; High Schools; Interdisciplinary Approach; *Plants (Botany); Science Education; Secondary School Science; *Student Projects

This curriculum guide begins with classroom and text study of plants and develops into an individual research project that continues throughout the school year outside the regular biology or botany teaching plan and text. The project uses about one class period every 2 weeks for group discussions, evaluations, and suggestions for the individual projects in progress. The culminating activity of the project is a written report and a project display of information on a poster and project plants at the final stage of change which are displayed for the school and community at a science exposition or science fair. The students involved in this project could be any high school or early college student who could benefit from an enrichment project. This curriculum was written for gifted students at the ninth grade level. A general overview of the project, umbrella cluster objectives, student responses to Students Adopt Plants (SAP), and factors to consider in co-curricular projects are included. The curriculum is organized in six clusters: plant anatomy and physiology, resource research, experimental design, data collection and procedure redesign, data analysis and research conclusions and project report and display. Each cluster includes a list of student learning outcomes and two activities along with an evaluation activity. (33 references) (KR)

ED 347 054 SE 052 013

New Trends in Integrated Science Teaching, Volume VI.

PUB DATE- 90

NOTE- 238p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)

DESCRIPTORS- Course Descriptions; *Curriculum Development; Educational Assessment; Elementary Secondary Education; Facilities; *Foreign Countries; Inservice Teacher Education; Integrated Curriculum; *Interdisciplinary Approach; International Cooperation; Laboratory Equipment; Preservice Teacher Education; Resource Materials; Science and Society; *Science Education; Technology

IDENTIFIERS- Africa; Arab States; Asia; Caribbean; Europe; Latin America; North America; South Pacific

This book is the sixth in a series of publications on the subject of integrated science teaching and is based on the proceedings of a consultation meeting held on the theme "Recent Developments in Integrated Science Teaching Worldwide". The meeting was organized by the Australian National Commission for Unesco, in cooperation with the International Council of Associations in Science Education (ICASE) and with the metacognitive processing is an attribute most children could access but for various reasons could not do so effectively--children who were easily distracted, passive, or had low self-esteem appeared to accept that they could do little about their achievement; (3) problem-solving performance improved within, but was not necessarily attributable to, small group work; (4) children lacking both interest in school and ability to concentrate on their school work do not appear to access metacognitive processes for academic work; (5) teachers need to set clear expectations and teach social skills to provide the type of social interaction that fosters metacognitive development; and (6) theories of metacognition can be integrated into existing teaching strategies. (51 references) (MDH)

ED 347 071 SE 052 761

Beal, Jack; And Others
Integrated Mathematics: Definitions, Issues, and Implications. Report and Executive Summary .
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Jan 90
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Curriculum Development; Curriculum Research; Educational Change; *Integrated Curriculum; *Interest Inventories; Interests; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Questionnaires; Secondary Education; State Supervisors; Supervisors; Surveys; Teacher Educators
IDENTIFIERS- Educational Issues; NCTM Curriculum and Evaluation Standards

The "Integrated Mathematics Project" was conducted under the sponsorship of the Montana Council of Teachers of Mathematics and designed to examine the issues of teaching secondary school mathematics in an integrated manner to all students. The purpose was to improve mathematics literacy in the general population in accordance with suggestions by both the 1987 Mathematical Sciences Education Board (MSEB) draft report, "A Framework for the Revision of the K-12 Mathematics Curriculum," and the 1989 National Council of Teachers of Mathematics publication (NCTM), "Curriculum and Evaluation Standards for School Mathematics." A questionnaire was developed to determine the extent of the interest in, as well as the curriculum structure and content of, the pedagogical strategies critical to an integrated secondary mathematics program and to its expected outcomes and implementation. Responses from 54% of state supervisors (n=27), 31% of district supervisors (n=140), 33% of mathematics teacher educators (n=164), and 28% of mathematics teachers (n=140) were compiled to develop a first report. The data analysis focused on the following areas of concern: (1) a definition of integrated mathematics; (2) extent of interest in integrated mathematics at the state, district, and teacher preparation levels, including expected objectives for students and teachers; and (3) implications of adopting such a program in secondary schools for professional organizations, colleges and universities, state departments of education, school systems, testing organizations, curriculum developers and publishers, and funding agencies. The rest of the report discusses each of three areas in turn. Appendices, forming about two-thirds of the document, include

Buydos, John F., Comp.
Desalination. LC Science Tracer Bullet.
PUB DATE- Jun 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Chemistry; *Drinking Water; Earth Science; *Library Catalogs; Library Materials; *Literature Reviews; Reference Materials; *Reference Services; Science Education; Water Resources; *Water Treatment
IDENTIFIERS- *Desalination

This guide provides a review of the relevant literature on desalination within the collections of the Library of Congress. While not intended as a comprehensive bibliography, this guide is designed as a quick and ready reference source for the reader, and includes the following sections: (1) articles that provide introductions to the topic of desalination; (2) subject headings under which books on desalination can be located within the Library of Congress; (3) basic textbooks on desalination; (4) additional titles related to desalination; (5) special reports on desalination; (6) conference proceedings; (7) government publications; (8) bibliographies; (9) dissertations; (10) selected dissertations; (11) abstracting and indexing services that provide listings for relevant journal articles and other literature; (12) representative journal articles; (13) guides where reports and other types of literature are indexed; (14) selected technical reports sold by the National Technical Information Service; (15) selected materials available in the Science Reading Room pamphlet boxes; and (16) additional sources of information. (JJK)

ED 347 089 SE 052 938

Robitaille, David F., Ed.
The 1990 British Columbia Mathematics Assessment: Technical Report.
PUB DATE- 90
NOTE- 443p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; Attitude Measures; Cognitive Measurement; Foreign Countries; Geometry; Grade 4; Grade 7; Grade 10; High Schools; Intermediate Grades; Junior High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Mathematics Skills; *Mathematics Teachers; Number Concepts; Problem Solving; Questionnaires; School Surveys; *Student Attitudes; *Teacher Attitudes; Teacher Background
IDENTIFIERS- *British Columbia; Canada

This book presents the results of the fourth British Columbia Mathematics Assessment conducted in the spring of 1990. Students in Grades 4, 7, and 10 (approximately 120,000) were asked to provide information about themselves, to express their opinions about school-related experiences, and to demonstrate their ability to do the mathematics prescribed in the recently revised provincial mathematics curriculum. Mathematics teachers (approximately 4,500) were asked to provide information about action, presentations on key issues, a seminar on how to critically view the news, and some social mixers. The guide is organized into five sections: (1) Introduction; (2) Getting Started; (3) The Legislative Branch of North Dakota (How the Legislative System Works); (4) Program Activities and Selected Issues; and (5) Extending the Experience. (DB)

ED 347 107 SO 021 728

Nikelly, Arthur G.
Political Activism: A New Dimension for Community Psychology.
PUB DATE- 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; *Community Psychology; Developed Nations; Economic Development; Economic Factors; Futures (of Society); Political Influences; Psychologists; *Social Change; *Social Problems; Social Psychology; Social Science Research; Social Theories

Community psychology has not dealt directly with the economic forces that foster maladjustment. Instead, it has focused on changing the individual and limited segments of the population. Society supports economic structures and values that hinder community psychology programs. Individual empowerment has only limited scope because it does not deal with the basic economic issues that frequently underlie dysfunctional behavior. Evidence from societies with economic equality suggests that they are more consistent with the philosophy of community psychology. The strategies of psychologists who practice community psychology will become more effective if they become politically active to achieve the alternative socio-economic structures advocated by recent economic planners. A 22-item list of references is included. (Author/DB)

ED 347 108 SO 021 735

Dowling, W. J.; And Others
Rhythm and Tonality in Children's Recognition of Intact and Distorted Melodies.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Data Analysis; Educational Development; Educational Research; Elementary Education; Elementary School Students; Fine Arts; *Music Activities; *Music Appreciation; *Music Education; Songs; Teaching Methods

Five-to-10-year-old children identified familiar melodies presented in three ways: intact, wandering with the same key, or wandering outside the key. Previous work with rhythmically uniform melodies had shown a regular developmental progression in the use of contour, tonality, and exact pitch intervals in melody identification. In this study, with rhythmically distinctive melodies, performance was better, and children used the rhythmic cues by 5 years. Two of the four melodies showed the developmental ordering obtained previously. (Author/KM) achievement; parental involvement was shown to be directly linked to student performance. An instrument was devised asking respondents to rank in importance 10 factors related to student achievement; demographic information was also elicited, including number of years in teaching. Data were obtained from 504 teachers employed in districts experiencing growth, since those districts are more likely to have beginning teachers on staff. Responses were arranged into groups according to respondents' years of experience: 1-5, 6-10, 11-15, 16-20, and over 20. A mean score was obtained from each group; the data analysis indicated no significant differences between beginning teachers and other groups. The highest mean score was found in the 6-10 years of experience group suggesting that as teachers accumulate more years of experience, teacher perceptions of the importance of parent involvement decline steadily. (Author/LL)

ED 347 130 SP 033 850

Strohm, Patricia
A Teacher Looks at Her Classroom: Ownership, Consciousness, and Collaboration.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Collegiality; *Educational Principles; High Schools; *History Instruction; *Journal Writing; Personal Narratives; Private Schools; Single Sex Schools; *Teacher Improvement; Teacher Role; *Teacher Student Relationship; *Teaching Conditions; Teaching Methods
IDENTIFIERS- *Reflective Teaching

A history teacher in a girls independent high school set out to examine her own teaching process in order to revitalize her work and to understand more about how her students learn. She began to keep a journal of her observations of classroom work and, with the help of a colleague, to analyze the observations. In addition, she set aside class time for students to keep journals that reflected both historical topics and classroom understanding. Through reflecting on her own experiences and those of the students, the teacher sought better to understand how her values affected her teaching, the work environment that fostered or impeded growth, the ways that students constructed knowledge, and the methods that best enabled students to build meaning. The results of the experience of teacher reflection invigorated her teaching, motivated her to develop innovative lessons to reach students, made her more aware of how feelings affect intellectual growth, increased her respect for her students, helped her recognize her own limitations with regard to involvement in time-consuming extra-curricular activities, and gave her a technique for future inquiry into questions relating to improvement of her own teaching. (IAH)

ED 347 131 SP 033 857

Stolworthy, Reed L.
The Application of Theory to Practice by Preservice Secondary School Biology Teachers.
PUB DATE- 1 May 92
NOTE- 42p.
LANGUAGE- English

Internship Program" is appended. (LL)

ED 347 149 SP 033 925

Smith, Doug J.
Intern Perspectives on the Quality of Cooperating Teacher Supervision. Monograph No. 9.
PUB DATE- Feb 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Cooperating Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Participant Satisfaction; *Practicum Supervision; Student Teachers; *Student Teaching; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training; Surveys; Teacher Education Programs
IDENTIFIERS- Saskatchewan; University of Saskatchewan (Canada)

This study was conducted by the teacher education program, University of Saskatchewan, to determine the effectiveness of practicum supervisory practices by cooperating teachers. Student teachers (N=126) were surveyed with respect to 31 present and ideal clinical supervision behaviors before and after a 4-month internship. Training and experience in supervision were also examined as related factors. The following questions were asked: (1) what are interns' perceptions of their cooperating teachers supervision? (2) what are interns' perceptions of ideal supervisory behavior? (3) what supervisory behaviors bring intern satisfaction? and (4) does intern satisfaction with supervision of interns vary as a function of training and experience in supervision? The satisfaction measure of least difference between present and ideal scores indicated that intern supervision satisfaction increased and moved closer to the ideal when interns and cooperating teachers experienced training and frequent practice in clinical supervision. The most used and most wanted supervisory behavior was when the observer "stayed at least 30 minutes." Audio or video recording and charting physical movement were the least used and least wanted supervisory behaviors. (Author/LL)

ED 347 150 SP 033 936

Denton, Jon J.
Shared Program Decisions and Qualities of Effective Players: Key Elements for School-University Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *College School Cooperation; Data Collection; Higher Education; Mathematics Teachers; *Participant Characteristics; *Participative Decision Making; *Preservice Teacher Education; Program Development; Program Implementation; Science Teachers; Secondary Education; *Teacher Education Curriculum

This paper examines how selected characteristics of a program and attributes of key actors affected a particular collaborative effort to increase the supply of secondary math and science safe and more than half stated they did not want to return; (5) achievement scores were generally below district and national levels; and (6) the extended day program activities were focused on tutorial, theme-related, and enrichment areas. Enrollment goals were not met for any of the grades; grade 8 came the closest with 76 percent minority. Ten tables and figures supplement the narrative. (LB)

ED 346 723 FL 020 430

Molina, Huberto; And Others
Do Students from Bilingual Families Have Higher Achievement Levels than Monolingual Students in High School?
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Beginning Reading; *Bilingual Students; Comparative Analysis; Elementary Secondary Education; Grade 1; High Schools; High School Students; Kindergarten; Language Dominance; Language Research; *Monolingualism; *Reading Skills

This paper examines the schooling achievement of children from bilingual homes and compares them to comparable samples of children from monolingual homes. Extensive follow-up data were gathered in 1985 on a sample of approximately 4,000 high school seniors who entered kindergarten in 1973 as part of a Kindergarten Reading Follow-up (KRF) program. Data included dominant language spoken in the home. Nearly 500 students were from bilingual families. The primary study instrument used was "The Reading Biographer," a booklet designed to measure the schooling history of students from preschool through high school. The major conclusion from the 1985 KRF study was that the student who received initial reading instruction in kindergarten, as compared to those receiving it in first grade, clearly emerged as better readers as high school seniors across all ethnic, social class, and bilingual groups. The current study confirms previous findings and indicates that bilingual students generally are not at a disadvantage in terms of standard educational measures taken in high school. It also supports the most recent arguments that bilingualism has little effects on the general achievement levels of children. It is noted that since more bilingual than monolingual children participated in a beginning reading program in kindergarten, that variable should be examined further. Contains 23 references. (LB)

ED 346 724 FL 020 431

Pulliam, Brenda J.
Teaching the Cultures of Francophone Countries to High School French Students through Group Activities.
PUB DATE- 92
NOTE- 67p.; Ed.D. Practicum I Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Class Activities; *Cultural Awareness; *French; *Group Activities; High Schools; High

was recruited to read a letter to an illiterate adult and then to write a response to it. The implicit social interactional rules are also discussed that regulate the type and amount of talk about what is written. The literacy event involved both cooperation and conflict. It is noted that the ethnographic approach proposes that literacy should be studied in the context of its use, that there is no great division between orality and literacy, and that in concrete social settings literacy is done through talk. Finally, it is concluded that the social interactional rules regulating the type and amount of talk about what is written might best be understood within a pragmatic theory that can deal with the discourse of unequal encounters and recognizes the role of conflict as well as cooperation in talk. Contains 12 references. (LB)

ED 346 744 FL 020 467

Arndt, Valerie
First and Foreign Language Composing: A Protocol-Based Study.
PUB DATE- 87
NOTE- 17p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Chinese; Cognitive Ability; Comparative Analysis; English (Second Language); Foreign Countries; Language Proficiency; *Second Language Learning; Writing (Composition); Writing Skills; *Writing Strategies; *Written Language

A comparative, protocol-based study is reported of the first (Chinese) and foreign (English) language writing processes of six postgraduate English-as-a-Foreign-Language students. The study revealed the approaches of the six writers to the task of producing academic written discourse to be very different, and suggested that if composing strategies of individual writers were effective or otherwise in the first language, they were likely to be so also in the second language. It appeared that factors relating to cognitive capacity were more relevant than linguistic proficiency where writing processes were concerned. However, a common source of difficulty in both writing tasks, and deficiency in the resulting texts, even for those with proficient writing strategies, was found to be an inadequate awareness of the nature of written language and the demands its production makes upon the writer. Contains 23 references. (LB)

ED 346 745 FL 020 468

Woodley, Marie-Paule
Non-Nativeness in Second Language Texts: The Syntax Factor.
PUB DATE- 87
NOTE- 14p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Contrastive Linguistics; English; Foreign Countries; French; Language Research; Second Language Learning; *Sentence Structure; *Syntax; *Written Language

Egocentrism; Higher Education; *Human Relations; *Intercultural Communication; *International Communication; *Interpersonal Relationship; Personality Traits; Postsecondary Education; Program Development; Self Concept; Social Psychology

This paper argues that cross-cultural training aimed at improving cultural sensitivity and awareness is a must for students and management trainees pursuing careers with international businesses and for U.S. companies actively seeking strategic alliances with foreign partners. It further argues that understanding the ego states of the parties involved and using this information as an analytical tool when devising training programs will help businesses succeed and ultimately survive in global competition. The paper examines the different ego states in cross-cultural interaction (child ego, parent ego, and adult ego); and the patterns of cross-cultural interaction as they would be experienced in persons meeting with the following ego states: child-to-child; parent-to-parent; adult-to-adult; parent-to-child; adult-to-parent; or adult-to-child. It is noted that cultural differences alone do not necessarily cause negative experiences in cross-cultural communication, and that it is only when the message sender's ego state is not compatible with that of the receiver that cultural differences between the parties become problematic and start to generate negative experiences and impede effective communication. Contains 18 references. (GLR)

ED 346 764 HE 025 497

Gunn, James Dayton

Valuing Diversity: The Management of Multicultural Organizations.

PUB DATE- 3 Apr 91

NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Administration; Cultural Differences; *Cultural Pluralism; Ethnic Groups; Institutional Administration; *Labor Force; Labor Force Development; Minority Groups; Organizational Development; Organizational Effectiveness; *Personnel Management; Social Integration

This paper discusses the managerial challenges and opportunities resulting from the change in the U.S. workforce from one composed of predominately white males to one increasingly composed of females, minorities, and immigrants. It notes that managing people from different cultures whether at home or abroad is receiving a good deal of attention from business students, business educators, and directors of human resource development. Presented is a model that describes the development of intercultural sensitivity in an individual from the lowest stage, that of denial of any cultural differences among peoples, to the highest stage, that of the person who has fully internalized bicultural or multicultural frames of reference. Also examined is a model describing the five stages of multicultural organization development from complete monoculturalism (stage 1) to a position that is inclusive of and values diversity (stage 5). The paper concludes with the observation, based on the results of various studies, that heterogeneous groups perform significantly better on complex tasks requiring creativity, innovation, and problem solving; and that such mixed groups, when well-managed and prepared,

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Adult Programs; *Adult Students; Delivery Systems; Higher Education; *Individual Characteristics; Student Development; *Student Personnel Services
IDENTIFIERS- *Middle Tennessee State University

A study was done of adult students at Middle Tennessee State University (MTSU) in 1991 to gather information on the characteristics of this population. A survey instrument defined the non-traditional student or adult learner as any student over the age of 24 attending MTSU. A total of 1,200 surveys were sent to full-time students, and 300 responses were received. Preliminary review of the responses found that 50 of the students were married and 150 indicated no martial status; most lived within 50 miles of the campus; and many had children and expressed a strong interest in child care. Of the respondents, 100 were employed part-time, and 75 were employed full-time with many students citing problems with maintaining employment and attending school. Students also requested knowledgeable advisors and expressed frustration at the lack of financial assistance. Results of the study prompted MTSU to establish an Adult Service Center which has become a successful one-stop source for information, referral and support services. The report includes a description of the structure and operation of the Center. Included are one figure, two tables, a copy of a letter to all adult students and a facsimile of the student survey as well as seven references. (JB)

ED 346 782 HE 025 600

Hill, Susan T.
Blacks in Undergraduate Science and Engineering Education.
PUB DATE- Apr 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *Black Students; Degrees (Academic); Engineering Education; Graduate Study; Higher Education; High Schools; *Science Education; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- CASPAR Database; *High School and Beyond (NCES); Pipelines

This report is designed to pull together the data that are available on the status of blacks in undergraduate education for use in initiating methods to improve the allocation of human resources in science and engineering in the United States. The listings and tabulations used data from the CASPAR data base and the High School and Beyond Transcript Data. Following an introduction in Chapter I, Chapter II examines the first transition point, from high school to college, noting low levels of college enrollment among blacks, high interest in science and engineering among those who do enroll, and lack of resources to complete the bachelors degree. Chapter III on the undergraduate education process, indicates that many black students interested in science and engineering drop out, and that faculty have a role in influencing decisions to complete the bachelors degree and to continue education at the graduate level. Chapter IV is on degree awards and shows trends in the proportion of black graduates in science and engineering. The

IDENTIFIERS- Open University (Great Britain)

This report explores the use of videos to facilitate learning in a mathematics course for teachers developed by England's Open University. Specific video extracts are discussed from a psycho-analytic perspective on learning. The report first examines the course content and briefly discusses the use of video as a teaching tool. Then the psycho-analytic aspects of the course are examined, including descriptions and critical evaluations of specific video excerpts. These excerpts show learners working in a group within a class, that class being within the institution of a school. It is argued that just as videos provide the shape, position, and movement that define the most fundamental dimensions of physical reality and thus can aid learning, so the dynamics inherent in the group process can aid the teacher in locating those equivalents in human relationships and in so doing can increase the effectiveness of the teaching process. (Included are 9 references) (GLR)

ED 346 800 HE 025 620

Nicodemus, Robert
Group Relations Training and Consultancy (Report No. 69).
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *Consultation Programs; Educational Needs; *Group Behavior; *Group Dynamics; *Group Experience; Higher Education; *Human Relations; *Interprofessional Relationship; Postsecondary Education; Psychiatry; Social Psychology; Training Objectives
IDENTIFIERS- Open University (Great Britain); *Process Consultation

This report describes the links between group relations training, process consultancy, and psychoanalysis and relates these to the kinds of training which may be needed to develop consultation programs within an institution, specifically the Open University (OU) in England. A list of recommended readings and institutions which may provide training is also included. The following topics are discussed: object relations and a three-part relationship between authority, dependence, and learning; OU institutional openness and creativity; denial and exaggeration of differences; psychodynamic theory; staff development and training; training for consultancy; and aims for courses relevant to consultancy. Appendices provide a summary of training sessions from 1978 through 1982 in numbers of hours, and a list of examples of training courses and conferences. (47 references) (GLR)

ED 346 801 HE 025 621

Nicodemus, Robert
Process Consultancy. The Demand for Consultancy on Group Processes in the Open University--Implications of Change (Report No. 59). Process Consultancy within the Open University 1981-1991 (Report No. 61).
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English

PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Microcomputers in Education Conference (12th, Tempe, AZ, March 16, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Cost Effectiveness; *Distance Education; *Electronic Mail; Higher Education; *Telecommunications; Teleconferencing
IDENTIFIERS- *Alaska

The University of Alaska Southeast (UAS) has been given the responsibility for providing distance education in Alaska, a vast state geographically with a disperse population. With the vastness of the area for which UAS is responsible for providing educational opportunities, the only cost effective method to meet those responsibilities is distance education. Courses over distance are provided using a variety of technologies; the most widely used has been audio teleconferences. Other media used include videocassette recordings, faxes, electronic mail, communications satellite broadcasts, and the University of Alaska Computer Network (UACN). The UACN system uses several mainframes to connect all parts of the state. Electronic mail is used three different ways by UAS: as the sole delivery source for instruction, as a major feature or backbone of a course, and as a supplement to a course. Currently UAS has four semester-long courses and six or seven workshop classes that are conducted solely on electronic mail. Immediate access to the system at the users' convenience is a prime motivating factor in its use. Problems associated with electronic mail include transmission static, limited access to modems, lack of interaction among students, and unwillingness of professors to use the technology. Advantages of electronic mail include convenience, cost effectiveness, improvement of communication skills, records of all correspondence, student participation, and rapidity of response time by professors. (DB)

ED 346 821 IR 015 551

Kirkwood, Adrian
Audio-Visual Media and New Technologies at the Service of Distance Education. Programme on Learner Use of Media Paper No. 16.
PUB DATE- 91
NOTE- 18p.; Two papers presented at the Conference on Audio Visual Media and New Technologies at the Service of Distance Education (Madrid, Spain, May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Aids; *Computer Assisted Instruction; *Distance Education; Educational Technology; *Educational Television; Electronic Publishing; Foreign Countries; Futures (of Society); Higher Education; Information Dissemination; Information Seeking; Information Technology; Information Utilization; Microcomputers; Open Universities; Videotape Recordings
IDENTIFIERS- Computer Mediated Communication; Open University (Great Britain)

The first of two papers in this report, "The Present and the Future of Audio-Visual Production Centres in Distance Universities," describes changes in the Open University in culture, sociology, and education. The report is divided into eight chapters: (1) Unesco's Activities in the Research Field; (2) Research on New Communication Technologies: The State of the Art; (3) The Explosion of Information Production (audiovisual communication, telematics, and computer networks); (4) The New Legal and Political Issues (legal and institutional dimensions, computer and video piracy, and the law and the concept of information); (5) The Cultural Issues Involved in the New Communication Technologies (cultural imperialism, emergence of new forms of culture, and cultural assimilation of new technologies; (6) The New Technologies in Education (media education, informatics and education, and new distance education technologies); (7) The Social Aspects of the New Technologies; and (8) The Interaction between Technology and Society. A two-part bibliography lists 45 Unesco studies on information technology, and a general section lists more than 250 items. A list of research and Comnet centers concludes the report. (DB)

ED 346 839   IR 015 592

Ryan, Diana; And Others
Assessing Classroom Climate for Educational Redesign: Learning-Centeredness and Perception Differences.
PUB DATE- Feb 92
NOTE- 32p.; Paper presented at the Annual Conference of the Association for Educational Communication and Technology (Washington, DC, February 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Educational Change; High Schools; High School Students; Interaction; Questionnaires; *Secondary School Teachers; Social Attitudes; *Student Attitudes; *Student Centered Curriculum; *Teacher Attitudes

This report presents the results of a study designed to determine how classroom practices supported by proponents of educational redesign correlate with the classroom environment that teachers and students prefer. The study correlated the differences in teachers' and students' perceptions of actual and ideal classroom environment with learning-centeredness in 11 high school classrooms in a midwestern town. It was expected that in classrooms which are learning-focused and learner-centered, the differences between teachers and students perceptions of actual and ideal classrooms would be smaller. Results of the Classroom Environment Scale and observation of learning-centeredness revealed that the smallest differences in perception correlated with the most learning-centered classes in a comparison of students' perception of their ideal and actual classroom environments. The results of the study are discussed in relation to previous studies of both differences of perception of classroom environment and learning-centeredness. The significance of the smaller perceptual difference in a learning-centered classroom is discussed in terms of its implications for those interested in redesigning education. Copies of a classroom observation worksheet and the Classroom Environment Scale are appended. (20 references) (DB)

ED 346 840   IR 015 595

Woodruff, Ernest; Heeler, Phillip
A Computer-Based Tutorial System To Develop Listening Skills

NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Course Integrated Library Instruction; Cultural Differences; Elementary Secondary Education; Futures (of Society); Information Retrieval; *Information Technology; *Learning Resources Centers; Library Collection Development; *Library Role; *Library Services; *Media Specialists; Online Systems; Reference Services; *School Libraries; Shared Resources and Services; Telecommunications; Whole Language Approach
IDENTIFIERS- New York City Board of Education

The 29 articles in this theme issue of "The Bookmark" focus on various aspects of school library media programs. The articles are as follows: (1) "School Library Media Program Connections for Learning" (Betty J. Morris); (2) "Humanity and Technology in the School of the Future" (Michael V. McGill); (3) "Community Connections in the 'New Compact' School" (John O'Rourke); (4) "Learner-Centered Electronic Schools of the Future" (Shirley L. Aaron); (5) "Electronic Reference--The School Library Revolution" (John M. DeBroske); (6) "Cooperative Collection Development in the School Library Revolution" (Eleanor R. Kulleseid); (7) "Subject Access in Online Systems: Enhancing the Curriculum Connection" (Catherine Murphy); (8) "Beyond Juan Morel Campos; Telecommunications Links for Learning" (Susan Hess); (9) "Working with New Challenges" (Glenna Davis Sloan); (10) "A Whole Language Approach to Learning in the School Media Center" (Isabel Feldman); (11) "Beyond the Melting Pot: School Library Media Center Resources for Dealing with the World of Difference" (Davis Cohen and Suzanne Li); (12) "School Library Media Center Planning: The Member Plan" Judith A. Jerome); (13) "Reach Out   Draw In = Connections" (Patricia Webster); (14) "Where Did the School Library Supervisor Go?" (Carol Kearney); (15) "School Libraries in the New York City Schools" (Lucille C. Thomas); (16) "The New York City School Library System" (Sandra Kennedy Bright); (17) "One Person's Perspective: The New York City School Library System and the Advisory Council" (Rhoda E. Kleiman); (18) "Library Power" (Sheila Salmon); (19) "An 'Effective Schools Group' Becomes a Partner in the School Library Media Program" (Donna L. Chumas); (20) "A New Compact for Learning: The Role of the School Library Media Specialist" (Marjorie Rosenthal); (21) "Learning Begins before Schooling" (Judith M. Foust); (22) "Libraries after High School: Maintaining the Library Connection" (Cecile L. Saretsky); (23) "Networking and NYSERNet for Access" (Cynthia LaPier); (24) "Creating an Enriched Learning Environment in the Library Media Center" (Carol Kroll); (25) "Professional Preparation of Library Media Specialists: The State of Programs in New York State" (Michael B. Eisenberg); (26) "Access Revolution--School Library Systems and the Statewide Library Network" (Joseph Mattie); (27) "Developing Lifelong Learners through School Library Media Centers" (Robert E. Barron); (28) "Understanding the Media Connection" (Myron Sywak); and (29) Professional Organizations, the Library Media Specialist and the Student" (Helen F. Flowers). (BBM)

ED 346 858   IR 054 059

Robbins, Jane; And Others
Evaluation Strategies and Techniques for Public Library

and an instruction leader. (10 references) (MAB)

ED 346 875 IR 054 089

Grande, Peter J.; Wood, Richard J.
An Annotated Bibliography of Theses: The College of Criminal Justice, Sam Houston State University, 1965-1990.
PUB DATE- Apr 92
NOTE- 203p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Correctional Institutions; Court Litigation; *Criminal Law; Federal Legislation; Higher Education; Legal Responsibility; *Masters Theses; Public Policy; State Legislation
IDENTIFIERS- *Criminal Justice; *Sam Houston University TX; Texas; United States

A description of Sam Houston University and the College of Criminal Justice introduces this annotated bibliography, which provides a single comprehensive listing of the master's degree theses written by students in the criminal justice program from its establishment in 1965 through 1990. Several 1991 theses are included although their call numbers were not yet available. The theses are listed in alphabetical order by author, and a subject index with standardized subject headings based on the Library of Congress subject headings is provided to facilitate access to individual theses by professors and students in the master's degree program. The entry for each of the 749 theses includes the author's name, the title, date of thesis, research methodology, a brief abstract, the Library of Congress call number, and subject headings. Most of the theses indexed here focus on topics relating to criminal, correctional, judicial, administrative, educational, psychological, sociological, or legal issues and policies in the United States, particularly the state of Texas. An explanation of the way the theses are indexed precedes the subject index. (BBM)

ED 346 876 IR 054 095

Watt, Michael G.
Instructional Materials in Australian Education: A Review and Annotated Bibliography of Research.
PUB DATE- 91
NOTE- 114p.; Master's Thesis, University of Tasmania. For a related review, see ED 338 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Censorship; Comparative Analysis; Controversial Issues (Course Content); Curriculum Development; *Educational Change; *Educational Research; Elementary Secondary Education; Females; Foreign Countries; Government Role; Higher Education; *Instructional Material Evaluation; *Instructional Materials; Intellectual Disciplines; Minority Groups; Publishing Industry; *Textbook Research
IDENTIFIERS- *Australia; United States

This documents reviews books, general collected works, reports, and journal articles published since 1975 on research about selected aspects of instructional materials and their relationship to teaching and learning and educational decision-making in the context of curriculum reform in Australian

Community College (SLCC), the first cohort included in the college's longitudinal tracking system. The report highlights the following findings about the 5,993 students who were tracked through spring 1991: (1) 57.6% of the cohort returned for the spring 1987 semester, and 9.7% were enrolled at the end of the 5-year tracking period; (2) 49.6% of the cohort attended only one or two semesters during the 5-year period, and 30.6% attended one semester only; (3) 32.6% of the cohort had stopped-out once, 7.5% twice, and 1.1% three times during the 5-year period; (4) 48.6% of the cohort had completed 12 or more cumulative hours earning grades of A through D by the end of the tracking period, and 11.5% had completed 60 or more hours earning grades of A through D; (5) 30.2% completed less than half of the hours attempted over the 5-year period, while 28% completed all hours attempted; (6) 40.2% had a cumulative grade point average (GPA) of less than 2.00 when they left the college, while 22.9% had a cumulative GPA below 1.00, and 28.5% had a final cumulative GPA of 3.00 or higher; (7) 13% of those who entered with an educational goal of obtaining a degree or certificate had graduated by the end of the 5-year period, with 2.2% graduating within the first 2 years; and (8) a total of 18.6% of those who entered as full-time students with a goal of obtaining a degree or certificate had graduated by the end of the 5-year period, with 3.6% obtaining their degree or certificate within the first 2 years. (JMC)

ED 346 893   JC 920 312

Hauptman, Arthur M.
Using Financial Incentives To Improve Transfer between Two- and Four-Year Colleges.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 6p.; Based on a presentation made at the Invitational Leadership Seminar for Urban Institutions on Transfer Education (Washington, DC, October 3-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Colleges; *College Transfer Students; Community Colleges; Educational Finance; Financial Policy; *Financial Support; Higher Education; *Incentives; *Nontraditional Students; Paying for College; *Resource Allocation; *Student Financial Aid; Two Year Colleges; Universities
IDENTIFIERS- Funding Formulas; Transfer Rate

Financial incentives are an important and vastly underutilized means of improving the rate at which two-year college students transfer to four-year institutions. The increased cost of tuition at a four-year institution can be a serious financial obstacle to the transfer student. One way to alleviate this might be to provide more financial aid to students who transfer than to students who enroll directly in the four-year institution. Another method would be to offer better aid packages, involving more grants and fewer loans, to transfer students than to native students. An alternative approach would provide four-year institutions with financial incentives to recruit, enroll, and retain more two-year college transfer students. These additional funds could be channeled through enrollment-dependent funding formulas. Transfer students could be double-counted or assigned a larger cost figure. Greater weight could also be assigned to transfer students in formulas used to distribute the three federal campus-based programs:

implementing the many different responsibilities of AB 1725. Yosemite Community College District (YCCD) has begun to address AB 1725 provisions through an agreement between the Yosemite Faculty Association and the YCCD to establish a District Council. A statement of principles and member position descriptions for the District Council have been developed. Appendixes provide state policies and regulations on shared governance, including revisions to existing Title 5 regulations on Academic Senates, and on the participation of staff and students in governance. (JMC)

ED 346 910 JC 920 337

Governance Structure: Palomar College.
PUB DATE- Jul 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Committees; Community Colleges; *Governance; Governing Boards; Policy Formation; *School Organization; Staff Role; Two Year Colleges
IDENTIFIERS- *Palomar College CA

The governance structure of Palomar College (PC) in San Marcos, California, is defined in the plan described in this document. Introductory material indicates that the plan was designed to provide appropriate representation for each of PC's constituent groups, delineate committee responsibilities and reporting relationships, establish the appropriate number and size of committees, insure that operational matters are handled appropriately, and establish a framework for short-term and long-range strategic planning processes, with goals and objectives for the future and plans for achieving them. Next, brief sections address the purpose of PC's governance structure, PC's two-tiered operational and planning structure, the sharing of authority, representation within the governance structure, governance committee composition, planning, and shared vision. The bulk of the plan consists of outlines delineating the roles, responsibilities, and members of the following planning and operational committees at PC: vision task force; strategic planning steering committee; educational master planning committee; instructional planning committee; student services planning committee; staff planning committee; facilities planning committee; president's advisory council; budget development committee; staff priorities committee; and the curriculum committee. Appendixes provide lists of legal or board policy-based standing operational committees, administrative operational committees, charts of PC's governance structure for planning and operational committees, and budget preparation guidelines for 1989-90. (JMC)

ED 346 911 JC 920 339

Knight, William E.
Report of the Results of the Community College Student Experiences Questionnaire. Report 1: Background and Composite Results.
PUB DATE- Jul 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Community Colleges;

School; (3) Dislocated Worker Project; (4) Dropout Recovery Project; (5) Early Childhood Education On-the-Job Training; (6) English as a Second Language; (7) Even Start Family Literacy; (8) "Improving Children's Welfare: Learning from Iowa"; (9) Job Placement Resource Center; and (10) Migrant Even Start. Each annotation includes a contact person and address. (JSP)

ED 346 927 JC 920 360

Marquez, Ralph
Imperial Valley College 2 2 2 Project Handbook.
PUB DATE- Aug 91
NOTE- 241p.; Portions of appendices contain poor print quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Business Administration Education; *Business Education; *College School Cooperation; Community Colleges; Educational Administration; Higher Education; High Schools; *Intercollegiate Cooperation; Job Training; *Law Enforcement; Program Descriptions; Program Guides; School Community Relationship; State Universities; Two Year Colleges; Work Experience
IDENTIFIERS- 2 Plus 2 Plus 2 Programs; *Imperial Valley College CA

This handbook of the Imperial Valley College (IVC) 2 2 2 Project provides an overview of the development of an articulated education program for business and law enforcement careers, involving six local high schools and San Diego State University, Imperial Valley Campus. Following a brief introduction to the 2 2 2 project in section I, section II outlines the projects' goals which include plans: (1) to implement an articulated career education program with each of the local high schools; (2) to implement an outreach program to recruit local high school students; (3) to provide support services to IVC program participants; (4) to implement a work experience component; and (5) to involve advisory groups in order to institutionalize the program. Section III reviews project structure, including the plan of operation and staffing, while section IV describes the articulation efforts which targeted the curricular areas of Math, English and Business. High school and community outreach is discussed in section V, including the creation of curriculum pathway brochures, presentations, career days, and business and law enforcement festivals. In section VI, support services (i.e., counseling and the work experience program), are described. Finally, section VII provides a summary of the project. Appendixes, which comprise the bulk of the handbook, include articulation agreements; outreach and student support materials; and the project budget and contracts. (JSP)

ED 346 928 JC 920 361

Flickinger, Linda E.; Bender, Robert L.
Building Constructive Relationships through Bargaining.
PUB DATE- 12 Apr 92
NOTE- 47p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (72nd, Phoenix, AZ, April 11-14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

providing credit by examination for the college's Principles of Economics course. Though students at the present time (1991) can take the CLEP to obtain up to 45 credits at CCC, the test is not currently used for credit in the course area of economics itself. Base-line information for the exam was obtained in 1974 when the test was administered to a reference group of 2,259 students completing macroeconomics at one of 36 colleges. To develop a common understanding of concurrent validity, the test makers compared test results with the final course grades of the students in the reference group. The American Council on Education recommended that the minimum test score of the students in the reference group who earned a final course grade of C be used as the level of success necessary to obtain college credit. Concerns with the test included content validity, which was difficult to judge, and the age of the test, which was last revised in 1980. An additional problem existed in the fact that the CLEP was solely a cognitive measure, whereas factors such as attendance, participation, attitude, and intent often influence final course grades. In addition, the relationship between a C grade issued at the colleges involved in the base-line study (only four of which were community colleges) and a C grade issued for the CCC course was unclear. Therefore, providing credit by examination in the area of economics at CCC using the CLEP test in its current form, without change and further investigation, was not recommended. (JMC)

ED 346 944 JC 920 386

Dziech, Billie Wright, Ed.; Vilter, William R., Ed.
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accreditation (Institutions); Articulation (Education); *College Faculty; College Role; *Community Colleges; Consortia; Databases; Educational Quality; *Elitism; Faculty Publishing; Higher Education; *Intercollegiate Cooperation; *Prestige; Transfer Programs; Two Year Colleges; *Universities

This issue of a quarterly journal, concerned with community colleges focuses on relations between community colleges and four-year institutions, their perceived differences in status, and approaches to overcoming those differences. The issue contains seven articles beginning with "Tradition and Transformation: Academic Roots and the Community College Future," by Gustavo A. Mellander and Bruce Robertson, which discusses new legislative and social realities that will help community college faculty assert their commitment to teaching. Article 2, "The Community College Unbound," by George B. Vaughan, explores the important contributions made by two-year colleges in the areas of research and publication. Next, "Establishing Equality in the Articulation Process," by Roger J. Barry and Phyllis A. Barry, advocates that community colleges become equal partners with the baccalaureate institutions in articulation efforts. The fourth article, "Accreditation and Transfer: Mitigating Elitism," by Carolyn

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Blacks; Community Resources; Ethnography; Family Characteristics; Family Problems; Family School Relationship; *Home Visits; Literacy; *Low Income; One Parent Family; Parent Child Relationship; *Parent Education; Parents; Preschool Children; *Prevention; *Program Evaluation; Rural Areas; School Readiness
IDENTIFIERS- *Family Resource and Support Programs; *Project Focus SC

This document presents a descriptive study of the Home Visit Program, which is part of Project Focus. The project was designed to support healthy family development by offering a broad range of services to families of children from birth to 5 years of age in two school districts. Emphasis was placed on preventive services for families in high-risk situations, especially those in poor, rural areas. The primary goals of the home visit program were to promote a literacy orientation in the parent-child relationship and promote family wellness. This document describes the content of the home visits, the types of support provided, the activities that the home visitors developed for the families, parent perceptions and behaviors, and the extent to which the parents participated. The study of the home visit program described in the document involved 35 at-risk families in intensive parent education and family support services. While the general content of the home visits was based on school readiness skills, the activities undertaken with each family emerged from the dynamics of the relationship between the home visitor and the parent. There was a relationship between parents' increased involvement in support activities and their proactive relationships with their children. Recommendations for improving the functioning of the program are provided. Appended are 15 references and assessment forms. (GLR)

ED 346 963 PS 020 565

Moore, William P.
Achievement and Enrollment Evaluation of the Investigative Learning Magnet Elementary Schools, 1990-1991.
PUB DATE- Oct 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Class Size; Cohort Analysis; Comparative Analysis; Elementary Education; *Elementary Schools; *Enrollment Trends; Extended School Day; Language Tests; Longitudinal Studies; *Magnet Schools; Mathematics Achievement; *Minority Groups; Reading Achievement; School Desegregation; Science Tests
IDENTIFIERS- *Investigative Learning; *Kansas City Schools MO

Three schools in the Kansas City, Missouri, School District have operated for 5 years as Investigative Learning Magnet Schools (ILMS). The ILMS emphasize such student outcomes as inquiry, problem solving, critical thinking, and observation skills, and have a curricular focus on science, math, and computer skills. This report examines the ILMS' student achievement and enrollment during 5 years of operation under a court-ordered desegregation plan. Covering the period between 1986-87 and 1990-91, the report presents achievement gains or losses as measured by the Iowa Tests of Basic Skills (ITBS), Missouri

ED 346 981 PS 020 606

A Profile of Oregon Counties: Human Resources, Educational, and Economic Indicators Associated with Young Children and Families.
PUB DATE- 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Demography; *Economically Disadvantaged; Economic Factors; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Income; Preschool Education; *Socioeconomic Influences; State Surveys; Young Children
IDENTIFIERS- Counties; *Oregon

This profile of counties in Oregon covers factors that may predispose youth to grow up at risk of dropping out of high school or not acquiring the skills needed for adult life. The profile presents data on human resources and educational and economic indicators that were collected from state agencies and organizations. For the state as a whole, and for each county, information is expressed in terms of state or county incidence and as percentages of the state or county population. The following data are provided: (1) the number and percentage of children aged 0 to 5 years by race or ethnicity; (2) human resource indicators, such as state incidence of children through 5 years of age who are in substitute care, receive preventive or restorative services, or are victims of child abuse or neglect, and the incidence of low birthweight births, inadequate prenatal care, teen pregnancies, complete immunizations, juvenile arrests, and aid-to-dependent children cases; (3) school-related indicators, such as early intervention services, free or reduced-cost lunches, students in special education, and the school dropout rate; (4) economic indicators, such as the unemployment rate, the poverty rate among 0-5 year old children, the average number of households that receive food stamps, the number of economically disadvantaged residents over 14 years of age, unmet needs for low-income housing, and per capita personal income; and (5) health resources, including the numbers of hospitals, nursing facilities, residential care facilities, medical doctors, dentists, nurses, and other medical practitioners. Data sources are listed. (AC)

ED 346 982 PS 020 607

Brouwer, Jani; Martinic, Sergio
Promotores Comunitarios: sus aportes y difficultades (Community Facilitators: Their Contributions and Difficulties.) Occasional Paper No. 4.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Community Development; *Community Education; Developing Nations; *Early Intervention; Educationally Disadvantaged; Foreign Countries; Nonprofessional Personnel; *Nonschool Educational Programs; *Nontraditional Education; Preschool Education; Program Administration; *Volunteers; Volunteer Training
IDENTIFIERS- Bernard van Leer Foundation (Netherlands); *Latin America

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Elementary Secondary Education; Ethnic Relations; *Group Activities; Mainstreaming; Mathematics Instruction; Program Descriptions; Reading Instruction; *Teaching Methods; Writing Instruction

Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Typical cooperative learning strategies used in grades 2 through 12 involve student teams in which students: (1) work on group projects that emphasize analysis and evaluation; (2) study together what has been previously taught, and are later tested individually; and (3) learn about specific parts of a general topic assigned to the group. Programs profiled in this document focus on mathematics instruction for grades 3 through 6; reading, writing, and language arts instruction for grades 2 through 6; reading, writing, and math instruction for kindergarten through grade 5; and science and math instruction for bilingual Spanish-English students in grades 2 through 5. Contact information is included in the profiles. It is noted that outcomes of cooperative learning, which are demonstrated in more than 70 research studies, include increased academic achievement; improved relations among students of different ethnic groups; and improved relationships between students with learning disabilities and other students. A list of four resources for further information on cooperative learning is provided. (BC)

ED 347 000 PS 020 733

Chaulet, Pierre; And Others
Childhood Tuberculosis, Still with Us...
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Child Health; *Children; *Clinical Diagnosis; Disease Control; *Drug Therapy; *Epidemiology; *Medical Services; Prevention; Symptoms (Individual Disorders)
IDENTIFIERS- Algeria; Bacteriology; Meningitis; *Tuberculosis; Vaccines

The first section of this report on childhood tuberculosis in developed and developing countries discusses the epidemiology of tuberculosis in children. Information is presented on: (1) sources and prevalence of infection; (2) risks, frequency, and types of tuberculosis; (3) mortality rates; and (4) the relation of poverty and AIDS to tuberculosis. The second section discusses the diagnosis of tuberculosis in children, with attention to primary tuberculosus infection and several forms of acute tuberculosis, postprimary respiratory tuberculosis, and extra-respiratory tuberculosis. Inserts included in the second section concern the tuberculin skin test, chest X-rays, scoring systems and criteria for diagnosing tuberculosis, and the bacteriological diagnosis of tuberculosis. The third section examines the treatment of tuberculosis in children. Three types of chemotherapy regimens are explained, and the process of caring for a diseased child until the child recovers is outlined. Inserts included in the third section discuss antituberculosis drugs in general and Isoniazid in particular. The fourth section considers the

ED 347 018   RC 018 660

DeYoung, Alan J.; Howley, Craig B.
The Political Economy of Rural School Consolidation.
PUB DATE- 16 Mar 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consolidated Schools; Economic Development; *Economic Factors; Elementary Secondary Education; Foundations of Education; *Political Influences; *Role of Education; Rural Education; *Rural Schools; Small Schools; *Social Theories
IDENTIFIERS- Education Economy Relationship

This paper argues that social, political, and economic circumstances provide better explanations of rural school consolidation than the advertised curricular, pedagogical, or administrative benefits. Modern views of schooling over recent decades emphasize economic development and the need to improve international competitiveness. There is a distinction between "schools" (important places in which people construct a social reality) and "schooling" (an attempt at systematic instruction of knowledge). Historically, rural Americans valued schools as sites for community activities. Eventually, reformers took the communities out of schools and championed the "scientific" and "professional" views of schooling. Despite research advocating small schools and breakthroughs in distance learning, rural school closings continue. To explain the perpetuation of school closings, three theoretical interpretations suggest that an ideology of economic development and social progress influences both the organization of schooling and the predetermined purposes of instruction. First, the classical theories construe economic development as inherently benign. Second, in a "citizenship" perspective, schools become sites for the exercise of the legitimated authority of the state. A third set of theories includes predictable periods of crisis that compel the state to take extreme action. Changes in the political economy of West Virginia have led to recent crises in legitimation and subsequent school consolidations. (KS)

ED 347 019   RC 018 661

Visions in Action: Colorado Community Cases. A Report of the Colorado Rural Revitalization Project.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Feb 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; Community Characteristics; *Community Development; Community Planning; *Cooperative Programs; Higher Education; Institutional Cooperation; *Leadership Training; *Rural Areas; Rural Education
IDENTIFIERS- *Colorado Rural Revitalization Project

This report describes the Colorado Rural Revitalization Project (CRRP) and the participant rural communities between 1988-1991. The CRRP, established in 1988, consists of a partnership among rural Colorado communities, Colorado State University, the University of Colorado, the Colorado Department of Local Affairs, and the W. K. Kellogg Foundation. Colorado communities section, "Naturally Good Reading," suggests books and other resources for nature studies with children. The four issues in this series cover the following topics: (1) noticing and understanding changes in nature during spring; (2) finding bird nests; (3) understanding decomposers in the ecosystem; and (4) watching bugs in the winter. The leaflets contain illustrations on every page. (KS)

ED 347 037 RC 018 748

Migrant Education Program Policy Manual. Migrant Education Programs Operated by State Education Agencies: Part D of Chapter 1 of Title I Elementary and Secondary Education Act of 1965 as Amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297).
PUB DATE- Nov 91
NOTE- 512p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; Federal Legislation; Federal Programs; *Federal Regulation; *Migrant Education; *Migrant Programs; Parent Participation; Preschool Education; Program Descriptions; *Program Evaluation; *Program Implementation; *State Departments of Education
IDENTIFIERS- *Hawkins Stafford Act 1988

The purpose of this policy manual is to disseminate the Migrant Education Program statute and regulations and to assist State Education Agencies (SEA) in planning, implementing, and evaluating Chapter 1 Migrant Education Programs. The manual also may assist parents in becoming involved in all aspects of the Migrant Education Program and to ensure that the officers and employees of the Department of Education uniformly interpret, apply, and enforce program requirements. The manual provides information about: (1) state application and funding; (2) annual needs assessment; (3) coordination; (4) identification and recruitment; (5) eligibility; (6) program services; (7) summer school programs; (8) parental involvement; (9) migrant education program fiscal requirements; (10) state administration; and (11) evaluation. It also summarizes the provisions of the General Education Provisions Act (GEPA) and the Education Department's General Administrative Regulations (EDGAR) that relate to the Migrant Education Program. The appendices include: (1) Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended through December 31, 1990; (2) GEPA, as amended through May 31, 1991; (3) EDGAR, as of August 16, 1990; (4) 34 CFR Part 205: Section 1203 Coordination Project Regulations; (5) services to private school children; (6) the relationship of General Chapter 1 Statutory Provisions Affecting State and Local Agencies to the Migrant Education Program; and (7) 34 CFR Part 201: Migrant Education Program Regulations (as of July 1, 1990). This document also includes a list of acronyms used in the manual and an index. (LP)

ED 347 038 RC 018 750

Linking Medical Education and Training to Rural America: Obstacles and Opportunities. Workshop before the Special Committee on Aging. United States Senate, One Hundred Second

Australian Science Teachers' Association. The intention of the book is to reflect how far integrated science teaching had spread around the world. The chapters in the first part of this book describe key issues in integrated science and broad trends in the approaches to integrated science teaching worldwide. They include the conclusions of five working groups set up during the meeting to discuss the key issues in the following areas: (1) content (developments in science and technology and their implications for science education); (2) curriculum and resource materials; (3) teaching, learning, and assessment; (4) equipment and science teaching facilities; and (5) teacher education. The following articles are included in eight chapters of Part I: "What Is Integrated Science Teaching: Its Beginnings and Its Place Today" (Dennis G. Chisman); "Reflections on the Development of Integrated Science Teaching Projects for 4-16 Year Olds" (Kerst Th. Boersma, and others); "The Integration of Science Teaching through Science-Technology-Society Courses" (John Holman); and "Teacher Behaviours Which Facilitate Integrated Science Teaching" (Ronald J. Bonnstetter). The second part of the book describes national and regional developments in the teaching of integrated science in Africa, the Arab States, Asia and the South Pacific, Europe and North America, Latin America and the Caribbean; and is based largely on the reports and discussions at the meeting. The third part contains some examples of topics and modules of integrated science courses taken from recent courses in Botswana, the Caribbean, the Netherlands, the Philippines, Sierra Leone, and the United Kingdom. The fourth part is an annotated bibliography (over 370 entries) which attempts to sample literature relevant to integrated science. (KR)

ED 347 055   SE 052 035

Schreiber, Deborah A.; Abegg, Gerald L.
Scoring Student-Generated Concept Maps in Introductory College Chemistry.
PUB DATE- 91
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; *Cognitive Development; Cognitive Structures; *College Science; *Concept Formation; Evaluation; Higher Education; *Misconceptions; Science Education; Thinking Skills
IDENTIFIERS- *Concept Mapping

This study presents a quantitative method for scoring concept maps generated by students learning introductory college chemistry. Concept maps measure the amount of chemical information the student possesses, reasoning ability in chemistry, and specific misconceptions about introductory and physical chemistry concepts. They provide a visualization of cognitive structure. When a student draws a concept map for chemical reactions, the result is a model of the student's conceptual framework for understanding the concepts and propositions of chemical change. Developing a valid method for scoring student concept maps will enable educators to evaluate student knowledge free of the bias and arbitrariness often associated with qualitative reviews. Concept maps may be evaluated quantitatively by categories. The category score for propositional validity reflects student reasoning ability in questionnaires used, national demographic data, survey results, and a packet of materials sent to participants who reviewed the second draft of the policy report. A separately bound executive summary accompanies the report. (MDH)

ED 347 072 SE 052 779

Weis, Judith S., Comp.
Undergraduate Environmental Science Education. Report on a Workshop at the Annual Meeting of the American Institute of Biological Science of Scientific Societies (42nd, San Antonio, Texas, August 7-8, 1991).
PUB DATE- 15 Jan 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Administrative Change; Biological Sciences; *Environmental Education; Financial Needs; Higher Education; *Interdisciplinary Approach; Program Administration; *Program Development; Science Education; Science Instruction; Student Characteristics; Trend Analysis; *Undergraduate Study
IDENTIFIERS- *Environmental Professionals

Directors and faculty members representing undergraduate environmental science/studies, in conjunction with the American Institute of Biological Sciences generated this report on the current status of and future prospects in undergraduate environmental science (ES) education. Despite their varied backgrounds and the diverse nature of their programs and institutions, they concurred on the following issues: mission and impact, curriculum, program structure, students, administration, and funding. The conclusions of the report are as follows: (1) ES programs have had a national impact, with respect to general awareness of environmental issues and in the training of professionals with the expertise to work on solving complex, cross-disciplinary environmental problems; (2) ES graduates must have an interdisciplinary perspective, with adequate depth in one of the technical areas, as well as a grasp of policy and ethics; (3) ES graduates need to have analytical and problem-solving skills, computer skills, critical thinking skills, and both oral and written communication skills; (4) ES programs should provide experiential activities through field work, internships, or research experiences; (5) strong faculty and administrative support is integral to the effectiveness of the interdisciplinary approach; and (6) increased federal funding is small relative to the scope of environmental problems and a significant barrier to program development. Four models of administrative arrangements are described and evaluated for effectiveness as support structures for interdisciplinary programs such as ES. These include a traditional departmental status, an interdisciplinary program structure with contractual arrangements for teaching responsibilities, interdisciplinary program structure with voluntary faculty participation, and programs housed within existing departments. (MCO)

ED 347 073 SE 052 789

Natural and Man Made Objects. Operation Waste Watch: The New Three Rs for Elementary School. Kindergarten. Second Edition.
PUB DATE- Jan 90
NOTE- 15p.; For other environmental education curriculum guides

their personal and professional backgrounds, about the kinds of teaching practices they employed, and about the extent to which they followed the curriculum. The book is organized into eight chapters written by six curriculum and mathematics specialists. Chapter 1 (David Robitaille) provides the scope and organization of the assessment. Chapter 2 (Alan Taylor and David Robitaille) describes the process used to develop the instrumentation used to collect information from the students and teachers and how the results were interpreted. Chapter 3 (Valerie Overgaard and David Robitaille) describes results from the teacher questionnaires, and chapters 4, 5, and 6 (by Thomas Schroeder, Leslie Dukowski, and Alan Taylor respectively) report the achievement results from identified curriculum strands and problem solving, and students' attitudes and opinions for grades 4, 7, and 10. Chapter 7 (Walter Szetela) reports results on problem-solving performance, providing cross-grade comparisons, results by gender, and attitudes toward problem solving. A concluding chapter by David Robitaille identifies and discusses four areas of concern that need improvement: (1) participation of women; (2) implementation of the curriculum; (3) teaching methods; (4) student outcomes. Appendices include a lists of contributors to the report, committees, review panels, tables of results, student achievement items for grades 4, 7, and 10, student background questionnaires, and teachers' questionnaires. (MDH)

ED 347 090 SE 052 964

McCloskey, Mary Lou, Ed.
Turn On Units: English as a Second Language Content Area Curriculum in Math, Science, and Computer Science for Grades K-6.
SPONS. AGENCY- Georgia State Board of Education, Atlanta.
PUB DATE- Mar 92
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Architecture; Computer Assisted Instruction; Cooking Instruction; Databases; Educational Games; Elementary Education; *English (Second Language); *Integrated Curriculum; Language Skills; *Limited English Speaking; Manipulative Materials; Plants (Botany); Robotics; *Science Activities; Science Education; *Second Language Instruction; *Whole Language Approach; Writing Skills
IDENTIFIERS- *Georgia Basic Curriculum; Terrariums

Thematic units, the basis of organization for this guide, work in many ways toward the dual goals of language and content area instruction. The thematic units presented here address topics of high interest to limited English-proficient (LEP) students, including: robots; using a computer data base; activities with plants; building terrariums; architecture; and cooking. In order to provide LEP students with an active role in the learning process, the units incorporate many opportunities for them to play games, participate in movement activities, enter into role playing, create art works and constructions, cook and manipulate materials. To bridge the gap between the classroom and the real world, the units incorporate field trips and other activities that provide LEP students with motivational experiences to facilitate their learning of the new culture as well as the new language. To help LEP students toward full literacy, the units use a whole language approach, including

ED 347 109 SO 021 736

Roi, Christine S.
Implementing a Motivational Program Using Musical Skit Development as a Technique To Improve Performance Skills of Middle School Students.
PUB DATE- May 91
NOTE- 67p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior; Choral Music; Grade 7; Grade 8; Junior High Schools; Middle Schools; *Motivation; Music; Music Education; Music Therapy; *Peer Influence; *Performance; *Self Concept Measures; Self Esteem
IDENTIFIERS- *Middle School Students; Piers Harris Childrens Self Concept Scale

A pilot program was developed and implemented to improve the music performance of middle school choral students. A target group of 27 low performing students in grade seven and eight participated in the program. The program utilized four strategies for improving performance skills. Lectures were given by inspirational leaders. Small groups were formed to allow for peer interaction. Small groups created and performed skits dealing with musical expression of emotions. A reward system was developed that included peer recognition. Instruments of measurement of improvement in target group musical performance skills included the Piers-Harris Children's Self Concept Scale, writer-created choral music questionnaire, and teacher records. The target group showed increases in grade point averages and improvement in perceptions of self-concept. The target group also showed more positive attitudes toward music classes. Appendices include evidence of grade reports, testing and questionnaire results. (Author)

ED 347 110 SO 021 756

Berque, Jacques
New Minority Groups in the Citadel of Europe. General Report of a Multidisciplinary Conference on the Educational and Cultural Aspects of Community Relations (Strasbourg, France, December 5-7, 1989).
PUB DATE- 91
NOTE- 60p.; General Report from "Multidisciplinary Conference on the Educational and Cultural Aspects of Community Relations" (Strasbourg, France, December 5-7, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Differences; Cultural Exchange; Cultural Influences; Cultural Interrelationships; Cultural Pluralism; Foreign Countries; Foreign Culture; *Immigrants; Intercultural Communication; *Minority Groups; Public Policy; *Racial Relations; *Social Problems
IDENTIFIERS- *Europe (West); *European Community

Large numbers of persons of African and Asiatic descent have immigrated to the countries of Western Europe in recent decades, and their presence has raised significant problems in terms of racial and cultural relations for European leaders. This document features the general report from a conference sponsored by the Council of Europe's Council for Cultural Cooperation that was devoted to discussing issues concerning minority-majority relations. The general report seeks to focus

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Biology; Chi Square; *Cooperating Teachers; Higher Education; Preservice Teacher Education; Rating Scales; Secondary Education; Self Evaluation (Individuals); *Student Evaluation; *Student Teachers; *Teacher Effectiveness; Teaching Methods; Teaching Skills; *Theory Practice Relationship

The purpose of this study was to determine preservice secondary biology teachers' (N=18) ability to transmit knowledge of the subject to pupils through methodologies designed to translate theory into practice. The cooperating teachers (N=12) provided data regarding abilities demonstrated by the student teachers. The student teachers utilized the same evaluation device to assess their own abilities. The self-evaluation applied by the student teachers obtained higher mean values on 12 of the 19 abilities. Higher mean values were obtained from the cooperating teacher ratings on seven abilities. The total mean value for each of the groups relative to all of the 19 mean values indicates that the student teachers tended to rate themselves slightly higher than did the cooperating teachers. With regard to the 19 abilities, cooperating teachers gave the lowest rating to transmitting subject matter to pupils; they gave the highest rating to the student teachers' knowledge of botany. The lowest mean obtained from student teachers' self-evaluation dealt with their knowledge of mycology; their highest mean related to their ability to tranmit subject matter to their students through use of models. (The bulk of this document is devoted to tables; the evaluative instruments are included.) (IAH)

ED 347 132 SP 033 859

Peterson, Georgianne
Staff Development Department Program Evaluation 1992.
PUB DATE- Mar 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; *Educational Objectives; Elementary Secondary Education; *Inservice Teacher Education; Program Descriptions; *Program Evaluation; School Districts; School Personnel; *Staff Development; *Teacher Education Curriculum
IDENTIFIERS- *Des Moines Public Schools IA

The staff development department of the Des Moines Independent Community School District provides services and has responsibilities related to research, delivery, coordination, facilitation, communication, supervision, evaluation, and development of programs for teachers, administrators, and school support staff. This report contains a summary and evaluation of the system-wide activities of the department as of the 1991-1992 academic year. The major sections of the report focus on program description, staff and budget, staff development department responsibilities, its accomplishments and improvements, and needs and recommendations. Brief descriptions are given of the Administrative Academy, a training program for practicing administrators and teachers who hold administrative certification, and of the Professional Development Committee which reviews and approves course outlines, objectives, and methods of evaluation for staff development teacher credit classes. In addition, brief descriptions are given of the computer training program, office personnel seminar, elementary principals training, early teachers. A funded grant created the need for collaborative linkage between schools and a university which had no prior experience with joint efforts. Elements of an alternate certification program (i.e., paid internships, staff development program, academic curriculum, formal agreements for data collection, alternative certification plan) are discussed with respect to the shared decision processes used to develop and implement the program. Over the course of developing and implementing the program, the role of school districts evolved from providing advice about preparation of teachers to providing financial resources (paid internships and mentor teachers) and becoming equal legal partners with the university in certifying secondary mathematics and science teachers. Further, personal characteristics (risk-taking, commitment, tolerance for ambiguity, energy) of key individuals in the program are presented as possible elements which influenced collaboration. Thirty-five references are included. (Author/IAH)

ED 347 151   SP 033 944

Phillips, Pamela A.; Smith, Lyle R.
The Effect of Teacher Dress on Student Perceptions.
PUB DATE- Jun 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Analysis of Variance; *Clothing; Grade 4; Grade 7; Grade 9; Intermediate Grades; Junior High Schools; *Physical Attractiveness; *Student Attitudes; *Teacher Characteristics; *Teacher Effectiveness

Research indicates that clothing is a significant form of nonverbal communication that affects the perceptions of others. Fourth, seventh, and ninth graders (27 males and 33 females) from the Lincoln County Public Schools (Georgia) were shown three photographs of a female model in casual, moderate, and conservative attire. A modified Likert scale was used to measure student perceptions of eight teacher traits for each of the stimulus photographs. Results indicate that students' perceptions of teacher attributes are affected by teacher attire. In addition, different modes of dress tend to elicit certain perceptions while simultaneously decreasing the probability of other perceptions. Casual clothing was perceived by students to convey teacher friendliness, fairness, and interestingness. Moderate attire conveyed teacher friendliness, organization, interestingness, understanding, and discipline. Conservative dress elicited perceptions of teacher organization, knowledge, and disciplinary skills. Although differences in perceptions were evidenced at varying grade levels, no pattern of differing perceptions due to student gender emerged. (IAH)

ED 347 152   SP 033 947

Pigge, Fred L.; Marso, Ronald N.
A Longitudinal Comparison of the Academic, Affective, and Personal Characteristics of Persisters and Nonpersisters in Teacher Training.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

School Students; Language Skills; Map Skills; Questionnaires; Student Centered Curriculum; Teaching Methods; World Geography

In recognition of the need to improve the cultural proficiency of high school students studying French, a 12-week unit was developed and implemented to teach the cultures of francophone countries to 20 randomly selected first-level students. A survey and pretest were administered to determine students' ability to demonstrate knowledge and appreciation of French-speaking countries and people. The teaching strategy for the unit used a combination of student-centered activities such as dialogues, skits, minidramas, research projects, group discussions, and an interaction with another language class. A portable language lab with wireless headsets and cassette tape recorders facilitated a variety of simultaneous activities. Individual and group activities and a posttest measured the outcomes. Improvements in students' cultural proficiency were found in the following areas: ability to recognize and locate francophone countries on a world map; ability to describe in both oral and written forms cultural patterns of French-speaking people; and ability to express ideas about diverse aspects of life in francophone countries. Appendices contain the student survey, questionnaire, world map, and test. Contains 26 references. (LB)

ED 346 725 FL 020 433

Seeking Educational Equity for Linguistic Minority Students.
PUB DATE- May 86
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Demography; *Educationally Disadvantaged; Educational Needs; Elementary Secondary Education; *Equal Education; Immigrants; *Limited English Speaking; *Minority Groups; *School Desegregation; Special Needs Students; *State Action; State Programs
IDENTIFIERS- Language Minorities; *Massachusetts

In view of controversial reaction to reports of school desegregation in Massachusetts, this paper compiles several documents regarding the overall educational needs of linguistic minority students in Massachusetts. They include the following: (1) Report on Linguistic Minorities and Transitional Bilingual Education (April 1986) by acting commissioner Rhoda E. Schneider, which was approved by the state board of education; (2) an essay, "Educational Equity for Linguistic Minority Students: A Comprehensive Approach to Our Leading Civil Rights Challenge" (April 1986), prepared by Charles L. Glenn, Director of equal educational opportunity for the bureau's annual desegregation report; (3) an essay, "Bilingual Education: An Equity Perspective," by Charles Glenn, for the National Council on Bilingual Education (November 1985); and (4) an article, "Two-Way Bilingual Education," by Charles Glenn, written for "The Commonwealth" (April 1985). Topics covered include demography, responses to immigration, "new" linguistic minority students, indications of failure (e.g., basic skills assessment, the Boston Monitoring Report), and elements of a comprehensive program. The documents were compiled in hopes that Chapter 636 funds could be granted in 1986-87 to projects that help meet the educational needs and reduce the isolation of linguistic minority students. (LB)

ED 346 726 FL 020 434

The so-called deviant character of a set of non-native texts is examined by looking closely at how sentence syntax realizes and affects textual functions. Two broad groups of syntactic phenomena are considered: subordination and "marked structures," such as passives and clefts. Emphasis in this paper is on the following four ways in which syntax can be seen as contributing to explicit coherence: linking, or the establishment of explicit links between propositions; foregrounding/backgrounding (within sentence or within discourse); topic selection/continuity; and focus marking. The data for this exploratory contrastive study consist of three sets of texts, including native French texts, native English texts, and non-native French texts. The research task required the subjects to take sides in a debate current at the time of the data collection, backing their argument with elements drawn from simple statistical data provided. Results suggest the following tentative conclusions: (1) lower syntactic complexity may be related to lower linking density, to less topic selection, and to looser topic continuity; (2) the different ways in which the groups used syntax to foreground and background elements within the sentence and within the text as a whole led them to produce quite different types of texts; and (3) there appeared to be little direct transfer of text-building devices from first language to second language. It is suggested that the evidence of considerable differences between text-building devices used by native writers of French and English calls for detailed contrastive research. Contains 8 references. (LB)

ED 346 746 FL 020 469

Wallace, Catherine
The Representation of Spoken Language in Early Reading Books: Problems for L2 Learner Readers.
PUB DATE- 87
NOTE- 20p.; In: Written Language: British Studies in Applied Linguistics 2. Papers from the Annual Meeting of the British Association for Applied Linguistics (Reading, England, September 1986); see FL 020 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Books; *Early Reading; Foreign Countries; *Grammar; Language Research; *Oral Language; Second Language Learning; *Written Language

Some of the difficulties faced by second language learners who are continuing to acquire English at the same time as they start to read simple extended English texts are illustrated. Specific focus is on the question of how writers of early reading material can best help such learners to understand the relationship between spoken and written language; i.e., what kinds of written texts, in terms of the selection of particular stylistic features and the selection of a genre, most readily guide early second language learners into the new medium. Extracts are used from written texts, some of which are part of reading schemes for children, some written for older remedial learners, and some produced by adult learners themselves as part of a language experience approach. Key textual features are classified as reference, colloquial usage, non-standard forms, and as contracted forms. Sample transcripts of several learner readers are included. Contains 11 references. (LB)

ED 346 747 FL 020 490

consistently outperform homogeneous groups in terms of both quality and quantity. Contains nine references. (GLR)

ED 346 765 HE 025 571

Herdendorf, Phyllis S.
Principles of International Business: An Experiential Learning Course.
PUB DATE- 3 Apr 91
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Curriculum Development; *Educational Innovation; Educational Planning; *Experiential Learning; *Field Studies; Higher Education; International Education; International Programs; *Multicultural Education; Study Abroad
IDENTIFIERS- *State University of New York Empire State Coll

This paper explains the reasons Empire State College decided to develop a new International Business program using an experiential-learning format, discusses details of the program and how it was organized and implemented in several versions, and makes suggestions about the development of other variations and about how to resolve certain problems that are likely to arise in such non-traditional endeavors. Three tour studies (the first two to Munich and Berlin, Germany, and the third to Brussels, Belgium) are described that had the central goal of providing additional and improved ways of assisting students to learn crucial international business concepts, skills, and other related learnings from which the international business learning contract was constructed. It is noted that these tours illustrate the field experience that Empire State College provided and found successful. The present status of the program and issues to be resolved as well as some suggestions to colleges that may be interested in initiating a similar study tour are also presented. (GLR)

ED 346 766 HE 025 572

Laribee, Stephen F.; Laribee, Janet F.
Accounting in the Context of Its Environment: The Colombian Case.
PUB DATE- 3 Apr 91
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountants; *Accounting; *Administrative Policy; Codification; Compliance (Legal); Cultural Influences; Economic Factors; Foreign Countries; Income; Legislation; *Political Influences; Professional Education; Social Influences; Taxes
IDENTIFIERS- *Colombia

This paper provides a study of the evolution of the accounting system in the country of Columbia, South America, in light of final section, Chapter V, examines the undergraduate origins of black science and engineering doctoral recipients. Included are a total of 26 tables. (JB)

ED 346 783 HE 025 601

Procter, Margaret
The University as Context for Writing: How Undergraduates See It.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Conference on College Composition and Communication (Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Student Attitudes; Undergraduate Students; *Writing (Composition); Writing Across the Curriculum; Writing Assignments; Writing Attitudes; Writing Difficulties; Writing Instruction
IDENTIFIERS- Student Surveys; *University of Toronto (Canada)

A faculty member at the University of Toronto (Ontario) developed an informal survey designed to assess her undergraduate students' views of the writing they did during the course of their university studies. The survey consisted of a 2-page questionnaire that could be completed in 5 to 10 minutes; it was administered to 722 students during the academic years 1989-1990 and 1990-1991. The students were already in "writing intensive" courses, in that the writing of essays, reports, and essay type exams was essential to all their course work. The university prides itself on maintaining an emphasis on writing throughout its curriculum based on the British tradition of expecting students to write many essays. Analysis of the questionnaire responses suggested that there is a gap of attitude and understanding between the institution and the students on the importance and role of writing in university education. In particular, responses showed that students' enjoyment of writing is much stronger than their self-confidence; that as students move through their undergraduate career their self-confidence remains low and enjoyment also decreases; that students take writing seriously; that they are dissatisfied with the way writing is used in their education (because of uninteresting and artificial essay topics and dislike of the forms of academic writing); and that succeeding means getting the spelling, punctuation and grammar right. Further, the study suggests that student experience of learning by writing is one of restriction and punishment--a current of red marks all over their texts. The University of Toronto has recently set up a consultative group on writing to advise the central administration about ways to help students learn to write. This study shows that teachers can at least be sure that what they have to offer is wanted. (JB)

ED 346 784 HE 025 602

Increasing Participation of Ethnic Minorities in Study Abroad.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *Consultation Programs; Course Organization; Distance Education; Educational Technology; Faculty Development; *Group Dynamics; Group Experience; Higher Education; *Human Relations; *Interprofessional Relationship; Postsecondary Education; *Teacher Workshops; *Team Training
IDENTIFIERS- Open University (Great Britain); *Process Consultation; Tavistock Institute of Human Relations (England)

The two reports combined here provide introductory information on consultancy work at Great Britain's Open University Institution of Educational Technology. The approach at the institution was influenced by the theories and methods developed at the Tavistock Institute of Human Relations and applied to group relations training. It is noted that the consultancy on group processes has been in response to requests from staff concerned about the effects of stress and conflict on work. The focus of this training is on the emotional as well as the rational aspects of working, teaching, and learning at a distance and is meant to contribute to the understanding of how to facilitate effectiveness and creativity at all levels within and between teams. Also presented is a personal narrative from the program's implementor concerning the six stages that comprised the introduction and development of the consultancy group processes program into England's Open University from 1974 through 1991. The reports include a total of 20 references. (GLR)

ED 346 802   HE 025 622

Nicodemus, Robert
Summer Schools: Individual and Institutional Learning (Report No. 67). A Consultancy in Summer Schools (Report No. 68).
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Anxiety; College Faculty; College Students; Distance Education; *Group Dynamics; *Group Experience; Higher Education; *Human Relations; Interpersonal Relationship; Interviews; Postsecondary Education; *Summer Schools; *Teacher Student Relationship; Undergraduate Study
IDENTIFIERS- Open University (Great Britain); *Process Consultation

The two reports combined here examine process consultancy in the summer school program of the Open University in England. The first report presents an enquiry into relationships in summer schools, conducted through a role of process consultancy, that addressed: (1) anxieties at the inter-group level; and (2) relationships between students and staff in separate courses, between staff from different departments and/or staff physically separated in different locations, and between full-time and part-time staff. The report reveals how anxieties may affect staff and teacher-learner relationships, especially when considering issues of gender, generation, and age. It is noted

Great Britain. The Open University's use of television and audio materials are increasingly being distributed to students on cassette. Although transmission is still the main distribution method for television material, a large proportion of students record course programs off-air for viewing at a more convenient time. Programs in recorded form offer students more opportunities to control and interact with the material and thereby improve the depth and quality of their learning. Potentially, the quality of distance education in Europe could be enhanced through greater use of audiovisual materials, but it would require collaboration between institutions. The second paper, "The Demands of an Information-Conscious Society on a National Distance Teaching University," discusses the potential of new technologies in distance education to contribute both to the production and dissemination of information and to the development of skills for handling, interpreting, and using information. The implications of electronic publishing for the preparation and delivery of distance teaching materials are considered, as are the roles of audiovisual and computer-based materials in helping people make sense of information. The advantages and problems of home computing in the Open University are discussed, including the potential of computer mediated communications to improve dialogue in distance education. (10 references) (Author/DB)

ED 346 822 IR 015 552

Rezabek, Landra L.; And Others
Distance Education: Perspectives from All Sides of the Desk.
PUB DATE- 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Course Descriptions; *Distance Education; Educational Technology; *Electronic Classrooms; Higher Education; Interaction; Microcomputers; Teaching Methods; Telecommunications; *Teleconferencing; Video Equipment

This paper describes two distance education courses on educational technology offered to the University of Wyoming by the University of Toledo (Ohio) and Florida State University. The first course, "Teaching Computer Courseware Design Using Audio Teleconferencing and Electronic Mail," is described by its professor, Dennis C. Myers of Toledo. This course was held via teleconference on Saturday mornings. Students responded using one of several microphones placed in the classroom. Homework was mailed to the teacher or sent via a statewide educational telecommunications network. The major disadvantage to this course was the lack of interaction between teacher and students. Because of the nature of the course, students performed exercises in class on computers. Problems had to be verbalized over the teleconference medium rather than seen in person by the teacher, as they would have been in a traditional classroom. The classroom environment also would have been improved by the presence of a coordinator, so that students who became bored would not leave. Advantages of the course include accessibility to a course and a professor not otherwise available. Taught by Robert A. Reiser from Florida State University, the second course is described in his essay, "Audio Teleconferencing and Surface Mail Videotapes--Lessons from a

Using CD-ROM.
PUB DATE- 3 May 91
NOTE- 7p.; Paper presented at the Joint Conference of the Educational Computing Organization of Ontario and the International Conference on Technology and Education (Toronto, Ontario, Canada, May 3-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Assisted Testing; Computer Software Development; Higher Education; Individualized Instruction; Instructional Design; *Interactive Video; Learning Modules; *Listening Skills; Microcomputers; Music Appreciation; Music Education; Objectives; *Optical Data Disks; Teacher Developed Materials
IDENTIFIERS- Workstations

Perceptive listening is obviously crucial to the musical experience. Developing perceptive listening in students of widely varying levels of aptitude and achievement is a great challenge for any music teacher. Efforts must be individualized to be effective, and computer-based instruction provides the necessary tools for individualization. The incorporation of CD-ROM into a tutorial environment gives the student an opportunity to explore a vast quantity of music in a structured setting. A tutorial was constructed for an IBM-compatible microcomputer with CD-ROM and videodisc players attached. The tutorial, which was written in Microsoft QuickBASIC, tracked learner performance and provided remediation on various aural (listening) objectives given to college music appreciation students. (5 references) (Author/BBM)

ED 346 841 IR 015 606

Anderson, James A.; Cichocki, Ronald R.
Media Equipped Classrooms: Giving Attention to the Teaching Station.
PUB DATE- 5 Feb 92
NOTE- 56p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Design; Educational Change; *Educational Technology; *Electronic Classrooms; *Electronic Equipment; Facility Planning; *Furniture Design; Higher Education; Microcomputers; Questionnaires; Specifications; Teacher Attitudes

This paper provides an overview of the Media Equipped Classroom (MEC), i.e., a centrally scheduled or departmentally scheduled teaching space with permanently installed media and classroom support technology designed to enhance the quality of teaching when properly utilized. Specific emphasis is given to the teaching station at the State University of New York at Buffalo, which has three MECs where the types of equipment include an overhead projector, 35mm slide projector(s), a 16mm motion picture projector, a videotape player, an audiocassette tape recorder/player, a phonograph, sound reinforcement, a laser pointer, a microcomputer, a video/data monitor or CRT projector, projection screens, and custom designed cabinets for

Children's Services: A Sourcebook.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 299p.; Based on presentations given and materials used in Institute on Evaluation Strategies and Techniques for Public Library Children's Services (Madison, WI, May 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Childrens Libraries; Childrens Literature; Data Analysis; Discussion (Teaching Technique); Evaluation Criteria; *Evaluation Methods; Interviews; Library Administration; Library Collection Development; Library Planning; Library Research; *Library Services; Library Statistics; *Public Libraries; Questionnaires; Surveys

The 28 papers in this sourcebook relate to the evaluation of children's services in public libraries: (1) "Introduction to Evaluation" (Jane Robbins and Douglas Zweizig); (2) "Research and Measurement in Library Services to Children" (Adele Fasick); (3) "Evaluating Children's Services" (Diana Young); (4) "What Is Good about Children's Library Service--How Can You Tell?" (Karen Krueger); (5) "Evaluation of Children's Services" (Mary Chelton); (6) "Looking Around" (Charles McClure, et al.); (7) "Information To Support Planning for Children's Services" (Douglas Zweizig); (8) "Systematic Observation" (Jane Robbins); (9) "Interviewing Young Children" (Lynn McDonald and Holly Willett); (10) "Interviewing Using Micro-moments and Backward Chaining" (Eliza Dresang); (11) "Sampling" (Jane Robbins); (12) "Introduction to Sampling in a Nutshell'" (Morris Slonim); (13) "Questionnaires" (Jane Robbins); (14) "Construction of the Questionnaire in Survey Research" (Barbara Moran); (15) "Examples of Questionnaires Designed To Deal with Children's Services"; (16) "Introducing an Environment Rating Scale for Public Library Children's Services (Holly Willett); (17) "Sampling" (Nancy Van House, et al.); (18) "National Statistics on Public Library Service to Children: Why and How To Get Them" (Mary Jo Lynch); (19) "Output Measures for Children's Services in Wisconsin Public Libraries" (Douglas Zweizig, Joan Braune and Gloria Waity); (20) "Managing Children's Library Collections Through Objective Data" (Craighton Hippenhammer); (21)"Book Discussion as an Evaluation Tool" (Holly Willett); (22) "Beyond Reviews: Using Book Discussion as a Method for New Materials Selection" (Kathleen Horning); (23) "Use of Discussion in Reconsideration of a Title" (Dianne Hopkins); (24) "Discussion for Awards and Distinctions" (Eliza Dresang); (25) "Guidelines for Book Discussions" (Ginny Kruse and Kathleen Horning); (26) "Commentary on an Approach to Discussion: The CCBC Guidelines for Book Discussion" (Holly Willett); (27) "The Politics of Evaluation" (Jane Goodwin); and (28) "Reporting the Results of Library Research" (W. Boyd Rayward). (MAB)

ED 346 859 IR 054 060

Rothlisberg, Allen P.
Ever Thought of a Library Career? Presenting Library/Media Technology as a Positive Career Option.
PUB DATE- 9 Apr 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

education. The introductory review has two main aims: to analyze the findings in each of the selected aspects; and to compare the findings of the Australian research with American research reported in "Textbooks in School and Society: An Annotated Bibliography and Guide" by Arthur Woodward, David Elliott, and Kathleen Nagel. This annotated bibliography contains some 300 individual reviews identified from searches of 9 standard references: "Australian Education Index"; "Education Guidelines"; "Australian Curriculum Information Network"; "Multicultural Australian Information System"; "National TAFE Clearinghouse Information Network"; "Edline" (Victoria Ministry of Education); "Current Index to Journals in Education" (ERIC); "Education Index" (H. W. Wilson Co.); and the "British Education Index." Both the review and annotated bibliography are organized according to 11 selected aspects: (1) use and curriculum role; (2) selection; (3) the publishing industry; (4) innovation and reform efforts; (5) general references to evaluation and criticism; (6) readability; (7) treatment of minorities and women; (8) subject matter content coverage in language arts, mathematics, reading, science, and social studies; (9) ideology in instructional materials; (10) controversy and censorship; and (11) evolution and creationism. A list of journals published in Australia and the United States is included, and a bibliography, author index, and subject index are appended. (Author/BBM)

ED 346 877 IR 054 102

Department of Education Management Commitment Needed To Improve Information Resources Management. Report to the Secretary of Education.
PUB DATE- Apr 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Federal Government; Federal Programs; *Information Management; *Information Technology; Interviews; *Management Information Systems; Program Evaluation; Public Agencies
IDENTIFIERS- *Department of Education; *Strategic Planning

This study, which was conducted to determine how effectively the U.S. Department of Education plans for and manages its information resources in supporting its mission and administering its programs, focused on the Department's strategic information resources management (IRM) planning process. Meetings were held with program officials to ascertain whether managers were obtaining necessary information; the Department's three strategic IRM plans were reviewed; and program and IRM officials were interviewed to gain an understanding of their problems in planning for information technology resources as well as managing information. Meetings were also held with officials from the Department's Office of Information Resources Management and the Office of Management and Budget. It was found that the Department has not established an effective IRM program and lacks key management and program information with which to effectively oversee its operations. It is concluded that until such deficiencies are resolved, it will be difficult for the Department of Education and the Congress to effectively gauge the success of the nation's educational programs and to develop sound policies to resolve the current education crisis. Recommendations to the Secretary of Education and a summary of Department of Education comments on the evaluation conclude the report. Appendices include a statement of the object, scope, and methodology of

Supplemental Education Opportunity Grants, College Work Study, and Perkins Loans. Providing financial incentives to community colleges to increase the numbers of students they transfer should be feasible as well. All financial incentives need to take into account the nontraditional character of a large part of the community college population, which consists of part-time, older, working students with generally lower incomes than students in four-year schools. At present, in all institutions, 48% of traditional college students receive aid, as compared to only 33% of nontraditional students. Effective financing of transfer, whether through student or institutional aid, will require further attention to financing the entire nontraditional student population. (JSP)

ED 346 894 JC 920 313

Fonte, Richard
The Siren Call of a Single Success Measure.
PUB DATE- 22 Jun 92
NOTE- 15p.; Paper presented at the Annual Summer Institute on Community College Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; College Outcomes Assessment; *College Transfer Students; Community Colleges; Comparative Analysis; Definitions; Degrees (Academic); Higher Education; *Mathematical Models; *Outcomes of Education; *Research Methodology; Research Needs; *School Effectiveness; Student Educational Objectives; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

Despite the fact that one of the strengths of two-year institutions is their ability to serve the diverse educational needs of their local communities, a single measure of community college effectiveness, the transfer rate, has come to dominate. Because this single measure of success can be used for both internal institutional review, and for public accountability, a major debate concerning how the transfer rate should be calculated has ensued. Two major initiatives, one overseen by the National Effective Transfer Consortium, and the other by the Center for the Study of Community Colleges, are underway to develop a nationally accepted definition of a transfer rate. Each of the two projects examines whether the transfer outcome has been achieved for a defined group of students, either those who entered at the same time (entering cohort) or those who left at the same time (exiting cohort). Both studies qualify who is represented in the potential pool of students, require a minimum number of hours of college-level work to be included in the cohort, and reject classifying students by curricular intent. Neither projects' definition should be endorsed in its current form. Instead, the definitions should be modified in the following ways: (1) multiple transfer rates should be considered, with perhaps one primary rate and several secondary measures; (2) the primary rate should be a pure outcomes measure utilizing an exiting cohort; (3) the entering cohort measurement should be considered as a secondary rate; (4) the transfer rate of vocational students should be reported separately; and (5) student intent should be considered only for a secondary rate. (JMC)

Comparative Analysis; Participant Satisfaction; Psychometrics; *Student Attitudes; *Student Characteristics; *Student Development; Student Educational Objectives; Student Employment; Student Experience; *Student Participation; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Community College Student Experiences Quest

In 1992, the Community College Student Experiences Questionnaire (CCSEQ) was administered in class to a randomly selected group of 1,062 students at the two-year regional campuses of Kent State University (KSU). Specifically, the study sought to provide information about the characteristics, experiences, involvement, gains, and satisfaction of students enrolled in KSU's regional campuses. Comparisons were made between transfer and technology students, and between all KSU students and a nationwide group of students at 24 community colleges for which CCSEQ results were available. Highlighted findings included the following: (1) 75% of the respondents were employed, and 25% were employed more than 30 hours per week; (2) 50% of the respondents indicated that job and family responsibilities took some or much time away from their schoolwork; (3) KSU respondents spent more hours per week studying or preparing for classes than students in the national comparison sample; (4) the majority of respondents were enrolled to prepare to transfer to a four-year college or university, while most of the remainder enrolled to enhance job skills; (5) involvement in in-class and out-of-class activities was generally low for regional campus students, but not unlike that of the national comparison group; (6) student self-reported progress in a number of areas of academic, career, social, and personal development was somewhat below that of the national comparison group, and was significantly lower in the areas of acquiring knowledge and skills appropriate to a specific job or type of work and of understanding and speaking a foreign language; and (7) satisfaction with the college environment, as with the comparison group, was fairly high for students at the regional campuses and was similar across campuses. Thirty tables are presented, including 18 that detail percentages of responses to questionnaire items. (JMC)

ED 346 912 JC 920 340

Knight, William E.
Regional Campuses Early Admission Students Study.
PUB DATE- Apr 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Credits; Community Colleges; Course Selection (Students); *Dual Enrollment; *Early Admission; Enrollment; *Grade Point Average; High Schools; *High School Students; School Statistics; Student Characteristics; Two Year Colleges
IDENTIFIERS- Kent State University OH Regional Campuses

In 1992, a study was conducted to ascertain the characteristics, performance, and persistence of high school students who enrolled at the two-year regional campuses of Kent State University. Specific data collected for the study included the number of semesters and credit hours completed, and the cumulative grade point averages (GPA's) of the students by campus and by initial semester enrolled. The study population consisted of 118 high school students who were admitted to the regional campuses and enrolled in courses from summer 1990 to

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Collective Bargaining; Community Colleges; *Conflict Resolution; *Contracts; *Employer Employee Relationship; Faculty College Relationship; Negotiation Agreements; Negotiation Impasses; *Problem Solving; Teacher Strikes; Two Year Colleges
IDENTIFIERS- *Mutual Gains Bargaining; *Saint Clair County Community College MI

Mutual gains bargaining (MGB) is a focused approach to contract negotiations that is designed to result in exchanges reflecting greater concern with mutuality than with self-interest. At St. Clair County Community College (SCCCC) in Port Huron, Michigan, three faculty contracts have been negotiated using an adaptation of MGB designed for the college's own context. In the prenegotiations phase, two teams undergo joint training in MGB techniques and bargaining skills, and then meet to develop a mutual calendar for negotiations. The teams' first meetings are devoted to establishing joint operating rules, arriving at consensus concerning which colleges to use for comparable data, developing a list of mutual interest statements, determining joint data needs, establishing subcommittees to study the various issues, and reviewing the Letters of Agreement attached to the expiring contract. After the subcommittees report to the teams, recommending solutions for the issues they were assigned, the two teams meet to negotiate a tentative agreement on the issues. This is the negotiations phase, which usually requires intense work on both sides. The final phase, postnegotiations, involves converting the tentative agreement into clear, concise contract language for presentation to both sides for ratification. SCCCC uses an "open" contract, which requires a continuous problem-solving approach between contract negotiations. Appendixes provide a sample training workshop schedule, a listing of resources, sample issue statements, about MGB, two samples of the monthly newsletter of the Professional Rights and Responsibilities Committee (PRRC), PRRC guidelines, and a sample Letter of Agreement. (JMC)

ED 346 929 JC 920 362

Umholtz, James K.; And Others
Educational Plant Survey: North Florida Junior College.
PUB DATE- 9 Jun 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; *Educational Facilities; Educational Facilities Design; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; Long Range Planning; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Florida Junior College

In 1992, a study was conducted at North Florida Junior College (NFJC) to aid in the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the following 5-year period. Sections 1, 2, and 3 of the plant survey report provide background information on the survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling, purposes, and statutory foundations of plant surveys in the Florida community college system. Section 4 contains an overview of the

Prager, suggests that the two-year college needs to become a more active partner in accreditation in order to improve transfer. Article 5, "Gaining Stature through Community College-University Consortia," by Gwen May and Al Smith, describes how consortia of universities and community colleges have enhanced community college prestige. The sixth article, "To Acquire Stature: To Thine Own Self Be True," by James O. Hammons, asks that community colleges work toward excellence to impress themselves, rather than universities. Finally, the seventh and last article, "Sources and Information: Community Colleges and Issues of Articulation and Quality," by Diane Hirshberg, presents a literature review of recent ERIC materials on community college-university cooperation in the areas of transfer, minority student programs, and quality. (JMC)

ED 346 945   PS 017 497

Report of the Working Party on Three Year Training for Kindergarten Teachers.
PUB DATE- Apr 86
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Foreign Countries; Higher Education; Kindergarten; *Preschool Education; *Preservice Teacher Education; *Program Implementation
IDENTIFIERS- *New Zealand

In June, 1985, New Zealand's Minister of Education established a working party to examine 3-year training for kindergarten teachers. The working party was asked to: (1) make recommendations to the Minister of Education on a 3-year course of initial training for kindergarten teachers; (2) review the training provisions for kindergarten teachers; (3) make recommendations on the form of 3-year training; (4) offer advice on requirements for certification and registration; and (5) make recommendations on any other relevant matters. The working party interpreted "a 3-year course of initial training" to mean a 3-year course of preservice training. The term "early childhood teacher" was interpreted to mean a kindergarten teacher or a child care worker. The report follows a description of the situation at the time with discussions of: (1) disadvantages of 2-year training programs; (2) advantages of 3-year training; (3) additional factors that support the extension of training; (4) a proposed 3-year program in early childhood education; (5) certification and registration; (6) implementation of training; (7) related concerns; and (8) recommendations. Appendices provide related materials, such as proposed induction schemes for beginning and first-year kindergarten teachers, teacher evaluation guidelines, and a teacher evaluation checklist. (RH)

ED 346 946   PS 017 777

Hartman, Jeanette Allison
Separation Distress of a Chinese-American Toddler at Preschool: A Case Study.
PUB DATE- Mar 89
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 2, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

Mastery and Achievement Test (MMAT), and Degrees of Reading Power Test (DRP). In addition, data on enrollments, racial composition, and extended-day participation are presented. Highlighted findings include the following: (1) ITBS achievement outcomes for students enrolled in the ILMS generally remained above national and district norms; (2) between 1986 and 1991, minority students showed gains of at least 5 percentile points in achievement scores in reading in kindergarten through third grade, while nonminority students showed gains in 2nd grade but losses in fourth and fifth grade; (3) nonminority student cohorts had consistently higher scores across years than minority student cohorts; (4) in comparison to students in traditional schools, ILMS students performed significantly better in reading, language, math, and science; and (5) the ILMS are close to court-ordered racial composition goals, with nonminority enrollment remaining relatively stable in the past 3 years. (AC)

ED 346 964   PS 020 566

Robinson-Lewis, G.
Full Day Kindergarten Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Comparative Analysis; *Enrollment Trends; *Full Day Half Day Schedules; Inservice Education; *Kindergarten; Minority Group Children; Multicultural Education; Paraprofessional School Personnel; Parent Participation; Primary Education; Program Evaluation; *Program Implementation; School Readiness; Summative Evaluation; Teacher Attitudes
IDENTIFIERS- Kansas City Public Schools MO

This summative evaluation of the district-wide Full Day Kindergarten Program presents a longitudinal view of the program's progress and outcomes from 1988 through 1991, including enrollment and achievement trends, the extent of program implementation, and the status of previous recommendations. Data were collected through site visits and interviews with teachers and program administrators. Surveys were given to teachers, principals, and instructional assistants, and district records were examined. While overall enrollment increased from 1990 to 1991, nonminority enrollment declined slightly. There was consistency among schools in the implementation of the proposed kindergarten daily schedule. This consistency applied to an emphasis on cognitive, social-emotional, and motor skills development. Teachers made significant progress towards the infusion of a multicultural awareness program into the basic curriculum, but had limited success in increasing parental participation in parent-teacher fairs. Most teachers did not regularly attend the in-service training that was offered. Teachers and administrators were satisfied with the implementation of the program, but it was concluded that a full-time paraprofessional was needed in each classroom. The kindergarten students consistently scored above the national norm on the reading, math, and language subtests. However, achievement patterns over time showed declines in scores from first through third grade. Two recommendations for improving program implementation concern teacher participation in staff development and the presence of full-time paraprofessionals in each classroom. Appended are 8 references

The Bernard van Leer Foundation sponsors nontraditional, nonschool programs designed to improve the chances that preschoolers will enroll in school. In these programs and other informal education efforts, the community facilitator plays an important role. Typically, the facilitator is a member of the community who works without remuneration as a nonprofessional human resource. Facilitators serve as intermediaries between the institution sponsoring the educational program and the community in which it is based. This booklet on the role of community facilitators draws from discussions that took place at a workshop for program organizers held in February, 1990 in Caracas, Venezuela. Chapter 1 focuses on the place of the community and the facilitator in the educational strategies of Latin America. This chapter provides background on the foundation's role in promoting informal education, the role of facilitators, issues of community development and popular education, and the foundation's Latin American experiences. Chapter 2 offers a look at the work of facilitators as education agents. In Chapter 3, the selection and training of facilitators is described. A case study of El Programa No Escolarizado de Educacion Inicial (PRONEI), a nonschool program for young children in Peru, is presented, as is information on training strategies, the need for systematization, and relationships between educational professionals and facilitators. Chapter 4 compares models that use volunteer and paid facilitators and raises questions about the institutionalization and continued funding of programs that use paid staff. Finally, conclusions and recommendations are presented in the fifth and last chapter. A list of workshop participants and additional information on the PRONEI program are appended. (AC)

ED 346 983   PS 020 608

SMILES (Senior Motivators in Learning and Educational Services).
PUB DATE- 13 Mar 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Intergenerational Programs; *Older Adults; Program Descriptions; *School Aides; *Teacher Aides; Tutoring; *Volunteers; Volunteer Training
IDENTIFIERS- *Senior Motivators in Learning Education Services

The SMILES (Senior Motivators in Learning and Educational Services) program was initiated in 1977 by Salt Lake City School Volunteers, Inc., a nonprofit organization working with the Salt Lake City School District, as an addition to an established, successful school volunteer program. The purpose of the SMILES program is to recruit and train older adults and place them in district schools to help with such activities as story reading, field trips, tutoring, arts, crafts, and sports. Many SMILES volunteers work in resource rooms with slow learners or handicapped children, nurturing, tutoring, and keeping the children on task. The SMILES program also involves: (1) orientation and training of volunteers for tutorial services; (2) recognition activities for volunteers; (3) Older Neighbor and Grandparent Day in elementary schools; (4) innovative use of shut-in retirees as school volunteers; (5) involvement in the arts in such activities as recording books for handicapped students; and (6) the Living Historians project, which recruits older adults to speak to students about careers, science, travel, and personal experiences. The program prevention of tuberculosis in children by means of early detection, preventive chemotherapy, and the use of the vaccine BCG. The fifth section profiles an Algerian experiment to control tuberculosis by means of a 6-month regimen of daily chemotherapy. (BC)

ED 347 001 PS 020 734

Van der Vynckt, Susan, Ed.; Sachs-Israel, Margarete, Ed.
Curriculum Reorientation in Rural Development: Implications for Home Economics. Report of the International Seminar (Nairobi, Kenya, February 19-23, 1990).
PUB DATE- Jul 91
NOTE- 247p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; *Curriculum Design; Early Childhood Education; Family Environment; Food; Foreign Countries; *Health Education; Higher Education; Home Economics; *Home Economics Education; *Nutrition; Population Growth; Preschool Education; *Rural Development
IDENTIFIERS- Child Care Needs; Food Production; *Kenya; *Kenyatta University (Kenya)

This document contains papers presented at a seminar that examined the Home Economics curriculum at Kenyatta University (Nairobi, Kenya) in the context of Kenya's new educational system. The seminar studied themes of nutrition and health, child development and care, and rural development. Working groups prepared reports on each of these themes. Papers on nutrition examined food production in sub-Saharan Africa; food utilization; food preservation; and a learner-centered approach to nutrition and health education. Papers on child care reviewed the topic of child development; discussed the development of child care resources; and offered an overview of preschool education in Kenya. Papers on rural development addressed topics of: (1) population growth; (2) local involvement in community development; (3) the contribution of new technologies to the satisfaction of family and community needs; (4) income-generating activities; (5) family resource management; and (6) ways in which home economics education can improve people's lives. References are provided with individual papers. Appended materials include lists of participants in the seminar and the three working groups; the reports of the working groups; information on Kenya's educational system; information on the curriculum and proposed bachelor's degree program of the Home Economics Department of Kenyatta University; and a proposal for the establishment of a faculty of Home Economics at Kenyatta University. (BC)

ED 347 002 RC 016 864

The El Arco Iris Program. REACH: Realistic Educational Achievement Can Happen. Volume II, Part 6 of 6.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

with a population under 5,000 were eligible to apply. The aims were to provide important outside resources for community improvement, and to enable the partnership to gain insight about rural communities. The majority of funding was provided by a 3-year grant from the W. K. Kellogg Foundation. Over 800 townspeople and local officials from the communities formed leadership teams. Team members engaged in a year-long learning and action program for leadership development and community improvement. Local and regional workshops were held on the following topics: (1) community development processes; (2) team-building, group dynamics, and conflict resolution; (3) effective meetings; (4) methods for community self-study; (5) demographic trends; and (6) envisioning the future through goal-setting, action-planning, and evaluation. In addition, each community received technical support services provided by university faculty and students. A brief description of the 45 communities served by the project is provided, including a summary of community activities. This report contains tables that display community and county demographic and economic profiles and community services. A list of contact persons for each community is provided. (LP)

ED 347 020   RC 018 662

Miller, Bruce A.
Distress and Survival: Rural Schools, Education, and the Importance of Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Development; *Community Involvement; Economic Development; Economic Factors; Elementary Secondary Education; Program Development; Resource Materials; Rural Areas; *Rural Education; *Rural Schools; Rural Sociology; *School Community Programs; *School Community Relationship; Social Influences
IDENTIFIERS- *Education Economy Relationship

This report reviews economic and social issues facing rural schools and communities in the 1990's, focusing on the mutual dependence and collaboration between communities and schools. Rural America, dependent on resource-based industries, has faced distressed economy and declining populations. With a historical overview of rural America under the influence of economic and social forces, this paper analyzes the current trends in which these forces have impacted rural communities and created high levels of social and economic stress. Community development, with the school as a key infrastructure, is crucial for adaption to the new socioeconomic structure. To strengthen the linkages between the school and community, three general approaches are in the areas of: the school as community center, the community as curriculum, and school-based economic development. The report describes specific programs that demonstrate the benefits gained when the school directly serves the needs of the community. It also describes a process for beginning a dialogue within the school regarding the school's role in community development, including activities, questions,

Congress, First Session (July 29, 1991).
PUB DATE- 92
NOTE- 178p.; Serial No. 102-8. Appendices contain small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Health Services; *Demonstration Programs; Educational Improvement; Financial Support; Health Needs; *Health Personnel; Health Services; Higher Education; *Medical Education; Medical Services; *Medical Students; Professional Development; Program Descriptions; *Rural Areas
IDENTIFIERS- *Health Personnel Shortage

This document represents proceedings of a workshop before the Senate Special Committee on Aging. The workshop focused on the severe shortage of health professionals in the rural health care system. Opening remarks by Portia Mittelman, Staff Director of the Special Committee on Aging and Jeffrey Human, Director of the Office of Rural Health Policy provide an overview of the problems and issues associated with delivery of rural health care services, including shortage of rural medical professionals, recruiting and training of medical students who will work in rural areas, and the existing programs focusing on rural health service delivery. The first panel of the workshop, with four speakers representing leaders in rural health care, examined national policies regarding the education of health professionals and the barriers to improvements. The panel emphasized personal sacrifices of rural health professionals, the need for professional support, medical students specialty choices, financial support for family medicine programs and primary care services, and improvement of rural manpower distribution. The second panel, consisting of five speakers, presented information on specific exemplary model programs that link medical education and training to rural areas. The appendix includes information about educational and community programs that address the health care needs of rural areas, articles addressing medical education reform, and written testimonies from various sources. (LP)

ED 347 039 RC 018 752

Johnson, Michael J.; Vaughan, Sherry
Empowering Teachers through Technology: Developing the Rural School of the 21st Century.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Attitudes; Curriculum Development; *Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; Program Descriptions; *Program Evaluation; *Rural Schools; *School Districts; Small Schools; Teacher Attitudes
IDENTIFIERS- *Empowerment; Washington

This paper describes Colton School District's (Washington) project of the Rural School of the 21st Century. The goals of the 6-year project, initiated in 1988, were to incorporate technology into all aspects of education and to use technology in restructuring the school system. The Colton School District consists of 184 students in a single K-12 building. Empowering chemistry. The score significantly correlates with formal reasoning ability in chemistry. The category score for hierarchical structure reflects the amount of chemical information possessed by a student. Students who possess large amounts of information about chemistry, position more vocabulary words within each hierarchical level than the student who demonstrates limited chemical knowledge. It is suggested that the greater a student's understanding of introductory chemistry concepts the more strands are employed in mapping concepts and propositions related to chemical reactions. Low strand count reflected specific misconceptions about Avogadro's Number, the mole concept, and the Law of Conservation of Matter. (Author/MM)

ED 347 056   SE 052 038

Anderson, Roger; And Others
A Triphasic Model of the Teaching-Learning Environment Based on Constructivist Principles.
PUB DATE- 91
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Science; Experiential Learning; Junior High Schools; *Models; Science Activities; Science Education; *Student Attitudes; *Teaching Methods; Theories
IDENTIFIERS- *Constructivism

A model of the teaching-learning environment, based on cognitive-constructivist theories of learning, is presented. The model consists of three dimensions. Dimension One (Opportunity for Constructivist Activity) represents the proportion of teaching-learning activity that is directed to encouraging self-reflection, mobilization of individual cognitive representations, and integration of new learning within existing understandings of the students. The second dimension (Affect) is the relative amount of affective support provided by the teacher including recognition of student accomplishment, generally positive perspectives on the learning enterprise and supportive statements as opposed to aversive statements. The third dimension (Pace) is the tempo of classroom activity as assessed by the rate of teacher discourse and time between teacher solicitation and student response. The three dimensions are arranged in a triangular graph (bounded by the three dimensions) that permits localization of a teaching-learning environment within the field of the graph. The rationale for the model predicts that student perceptions of satisfaction with the learning experience will increase as the characteristics of the lesson place it closer to the vertex of the model categorized as constructivist. We have assessed the predictive validity of the model by coding tape-recorded lessons from four classes with teachers who varied in style of teaching from more didactic toward constructivist. The lessons were mapped into the triangular field of coordinates based on the assessment of dimensions by three coders working independently (standard error of assessment = 0.04 to 0.06). We also obtained student perceptions of the lessons using a Likert-type device. The results of this study show that, as predicted by theory, lessons mapped closer to the constructivist vertex were rated more highly by the students for ease of understanding and positive emotional tone, compared to lessons

for grades one through six, see SE 052 790-795. For the first edition, see ED 325 314.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Environmental Education; *Interdisciplinary Approach; Kindergarten; *Pollution; Primary Education; Recycling; Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

This publication, the first in a series of seven, for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. It presents a unit of exercises selected for kindergarten students to introduce the ideas of natural and man-made objects in the environment and the topics of waste and litter. Litter is cited as one problem that very young children can comprehend and solve personally. They can learn to dispose of waste properly, help recycle some items, and come to understand how their own behavior affects the environment. The activities included in this unit nurture a first step in building a sense of environmental responsibility. The unit discusses the following major ideas: (1) the environment contains both natural and mand-made objects; (2) objects become waste when they are of no further use to humans; (3) litter is waste that is either made or used by people and is in the wrong place through the improper actions of people; and (4) people are responsible for disposing of waste properly. The individual activities correlate with the Virginia Department of Education Standards of Learning Objectives in Science; however, the material is designed to be interdisciplinary and may also be used to meet social science, health, language arts, mathematics and art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

ED 347 074 SE 052 790

Waste Out of Place. Operation Waste Watch: The New Three Rs for Elementary School. Grade One. Second Edition.
PUB DATE- Jan 90
NOTE- 14p.; For other environmental education curriculum grades, see SE 052 789-795. For the first edition, see ED 325 315.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Environmental Education; Grade 1; *Interdisciplinary Approach; *Pollution; Primary Education; Recycling; *Science Activities; Science Education; *Solid Wastes; Units of Study; *Waste Disposal
IDENTIFIERS- Environmental Attitudes; Environmental Awareness; *Environmental Concepts

This publication, the second in a series of seven for elementary schools, is an environmental education curriculum guide with a focus on waste management issues. It presents a unit of exercises selected for first grade students to introduce the ideas that both natural and man-made objects have uses in the world, and the objects which are not useful are classified as waste objects. Litter is cited as one problem that very young children can comprehend and solve. They can learn to dispose of waste properly, help recycle some items, and come to understand how their own behavior affects the environment. The activities many experiences with rich literature, and opportunities to develop writing skills. In addition, the units are planned to incorporate the language, math, and science objectives of the Georgia Basic Curriculum. Each of the units in the guide includes an introductory statement of purpose, learning objectives, key concepts, a brief outline of activities, grade levels for which the unit is intended, and a list of suggested resources. Each unit addresses a range of several grade levels. Georgia Basic Curriculum objectives for each activity are displayed on a grid. Each activity includes recommended grouping and teacher role, a list of materials needed, detailed procedures, suggestions for evaluation, and possible extensions of the activity. (KR)

ED 347 091 SE 052 974

A Guide to Curriculum Planning in Mathematics. Revised. Bulletin No. 91330.
PUB DATE- Feb 91
NOTE- 344p.; Prepared by the Wisconsin Mathematics Curriculum Task Force. For an earlier guide, see ED 271 328.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; *Curriculum Development; *Curriculum Guides; Educational Change; Educational Objectives; Elementary Secondary Education; Geometry; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; Problem Solving; State Curriculum Guides; Statistics
IDENTIFIERS- Discrete Mathematics; Educational Issues; NCTM Curriculum and Evaluation Standards; *Wisconsin

The 13 leading mathematics educators who made up the task force that prepared this report were thoroughly acquainted with every major report on math education produced within the last decade. They were also thoroughly acquainted with the realities of instruction in the K-12 classrooms. Their aim, therefore, was to make appropriate compromises between the ideal proposed in the reports and the reality found in the classroom. The four purposes of the report are: (1) to serve as a model and resource to district curriculum committees; (2) to suggest criteria for content selection, and strategies for curriculum articulation, implementation, and evaluation; (3) to provide a description of the K-12 mathematics program for pre-service teachers in teacher education programs; and (4) to serve as a basis for mathematics-related activity at the Department of Public Instruction. The guide is organized into 12 sections. The Introduction provides a background for using the guide for curriculum development and states the philosophy of mathematics instruction held by the members of the task force. Sections 2 through 8 cover the goals and objectives of an exemplary mathematics program. The instructional objectives have been organized into the following seven strands: number and numeration, measurement, geometry, statistics, algebra, discrete mathematics, and problem solving. Objectives in each strand have been identified for groupings of grade levels. The groupings are: K-3, 4-6, 7-8, and 9-12. The curriculum for any grade level is the combination of the objectives stated for that grade level and all those from previous grade levels. Section 9 discusses curriculum aspects that are specific to the secondary program: mathematics graduation standards, program on the problem by examining the interaction of imported cultures with those of the host countries. Background information on the specific issues involved is provided including steps taken by individual European states, prior Council of Europe studies, and the agenda for the 1989 conference. A series of new approaches to addressing the problems is then put forth, including models such as interculturalism, multiculturalism, and transculturalism. A number of appendices are included: (1) reports of the four working groups of the 1989 Strasbourg Conference; (2) "The Islamo-Mediterranean Dimension," an article by Professor A. Moatissime; and (3) a list of the participants at the 1989 Strasbourg Conference. (DB)

ED 347 111 SO 021 790

Killam, Rosemary; And Others
Survey and Results: Most-Used Theory Texts in U.S. Colleges and Universities.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Higher Education; *Music; *Music Education; *Music Techniques; Music Theory; Textbook Content; *Textbook Evaluation; Textbook Research; *Textbook Selection

The task of choosing the right text(s) for an undergraduate music theory program is difficult, at best. Sixty-seven U.S. institutions of higher learning offering graduate degrees in music theory were surveyed to determine what undergraduate textbooks were used, how long they have been used, and how satisfied the schools were with the texts. The most-used texts of the participating institutions are identified in the following categories: analysis, ear training, part writing, sight singing, and keyboard harmonization. The findings bring insight to the difficult process of theory text selection. Such surveys should be conducted regularly to provide new and significant information in the area of theory pedagogy. (KM)

ED 347 112 SO 021 841

Hudson, Dale L.
Develop and Implement a Peace Education Curriculum for Elementary School Students through a Planned Program of Instruction.
PUB DATE- 91
NOTE- 271p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Conflict Resolution; Cooperation; *Curriculum Development; Elementary Education; Elementary School Students; Moral Values; Parent Participation; *Peace; Problem Solving; Self Esteem; *Teaching Experience; *Values Education
IDENTIFIERS- *Peace Education

This practicum was designed to provide K-6 grade children with peace making tools. The curriculum was piloted in a public school for one year. The goal was to teach children how to make peace with themselves and with others. The writer used a combination of strategies in the curriculum to meet the needs of the children; provided self-esteem lessons; utilized conflict resolution techniques, including a new approach to group consultation; utilized parent participation/moral childhood and elementay programs inservice program, secondary administrators training, school-based management through shared decision making, demonstration project training, summer institutes, and the "Effective Teaching" program. The "Effective Teaching" courses are designed to strengthen effective teaching and effective support service behaviors and skills. (IAH)

ED 347 133   SP 033 862

Bellon, Toni; Beaudry, Jeff
Teachers' Perceptions of Leadership Training for Site-Based Decision Making.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Decentralization; Educational Change; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Interviews; *Leadership Qualities; *Leadership Training; Parent Participation; *Participative Decision Making; *School Based Management; School Restructuring; *Teacher Attitudes; *Teacher Role; Urban Schools
IDENTIFIERS- *Memphis City Schools TN

Seven elementary, junior high, and high schools participate in the Memphis City Deregulation Program (MCDP), a school-based decision making program in which the principle of shared leadership is a key concept. Shared leadership requires a shift from traditional roles, responsibilities, and power relationships. This study focuses on 49 teachers in this program who assumed new roles as educational leaders, serving as department and grade-level chairs. Through semi-structured interviews, data were collected from these teachers and their principals (N=6) on their perceptions of the skills and training needed for teachers effectively to fill leadership positions in a school-based decision making program. Content analysis procedures were used to identify the perceptions of the principals and teachers about various aspects of school-based decision making. Specific topics examined included: skills, abilities, and attitudes teacher leaders brought to the job; skills, abilities, and attitudes that teachers involved in site-based decision making had to learn while on the job; areas in which these teachers needed to improve; extent to which teachers had been prepared to assume leadership roles in a site-based decision making structure; and how training for leadership and site-based decision making could be improved. (40 references) (IAH)

ED 347 134   SP 033 877

Nel, Johanna
Teacher Preparation: Implications of Cummins' Theoretical Framework for Analyzing Minority Students' School Failure.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Affective Measures; Elementary Secondary Education; Higher Education; Longitudinal Studies; *Preservice Teacher Education; *Student Characteristics; Teacher Effectiveness; *Teacher Persistence
IDENTIFIERS- *Preservice Teachers

This study was designed to ascertain whether differences existed between the academic, affective, and personal characteristics of teacher education persisters and nonpersisters. The subjects were comprised of a longitudinal sample of approximately 550 teacher candidates entering teacher training at one institution (Bowling Green State University, Ohio). After 5 years from the commencement of their training it was found that 357 (65 percent) of these individuals had persisted through their teacher training and that attrition from teacher training generally increased the quality of the remaining pool of teacher candidates. Persisters as compared to the nonpersisters upon entrance into teacher training had earned higher university grade point averages, developed higher levels of basic academic skills, expressed fewer concerns about the task of teaching, and reported a more positive attitude toward teaching as a career. (Author)

ED 347 153 SP 033 949

Abdal-Haqq, Ismat
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Principles; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Recognition; *School Role; *Teaching (Occupation)
IDENTIFIERS- ERIC Digests; *Professional Development Schools; *Professionalization of Teaching

Many of the characteristics typically associated with an occupation that is considered a profession are not commonly associated with teaching. These characteristics include: a clearly defined, codified, and accessible knowledge base; a structured, coherent induction experience monitored by oustanding practitioners; control of training, certification, and licensing of new entrants; and self-governance and self-policing authority. Making teaching a profession, professionalizing teaching, is seen by supporters of this effort to be a key component in improving teaching and learning in American schools. However, because of the nature of teaching and the context in which it is performed, there is disagreement about whether professionalization of teaching is the best way to improve teaching and the condition of teachers. The professional development school might contribute to professionalizing teaching by providing practical experience for beginning teachers, inspiring public confidence in teacher preparation, and providing a setting in which many of the features associated with traditional professions, but missing from teaching, can be developed, tested, refined, and disseminated. (IAH)

Giasson, Lucie

Analyse comparative des objectifs d'apprentissage de quatre programmes d'enseignement de base du fruneais langue seconde au Canada (Comparative Analysis of the Learning Objectives of Four French as a Second Language Teaching Programs in Canada). Publication B-185.

PUB DATE- 92

NOTE- 178p.

LANGUAGE- English; French

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavioral Objectives; Comparative Analysis; Core Curriculum; Curriculum Development; Elementary Secondary Education; Foreign Countries; *French; *Second Language Instruction; *State Programs

IDENTIFIERS- *Canada

In spite of their responsibilities and specific contexts in matters of teaching core French as a second language, the Canadian provinces sometimes face common problems such as having to adapt a single program to various schools when the level of basic knowledge of students of French varies. Several original solutions easily adaptable to other provinces are presented. The limited channels of information restrict the sharing of resources and experience. This research could contribute to the improvement of interprovincial dialogue because it aims at a comparative analysis of four official core French programs as second language programs used in Canada in 1989. The elements compared are the learning objectives qualified by De Landsheere and De Landsheere as "the key to the method of curriculum development." The analysis grid of objectives conceived by D'Hainaut has been adapted and applied to the objectives of the programs of British Columbia, Alberta, and Ontario, in order to bring out their specific characteristics, resemblances, and differences. (Author/LB)

Pierce, Lorraine Valdez; O'Malley, J. Michael
Performance and Portfolio Assessment for Language Minority Students. Program Information Guide Series, 9.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Students; Check Lists; Data Collection; Evaluation Criteria; *Evaluation Methods; Holistic Approach; Informal Assessment; Intermediate Grades; Junior High Schools; Language Proficiency; *Language Tests; *Limited English Speaking; Minority Groups; *Portfolios (Background Materials); Profiles; *Student Evaluation; *Student Records

Performance assessment procedures and a portfolio assessment framework are presented for monitoring the language development of language minority students in the upper elementary and middle grades. Unlike standardized achievement tests, performance-based assessment can effectively monitor the progress of language minority students because it can be conducted on an ongoing basis. Portfolio assessment has the potential for becoming an effective management system for performance assessment results. It can be conducted on a classroom, school-wide, or district-wide basis. This report contains two main sections. The first discusses performance assessment, covering purposes, types, design, administration, and scoring techniques for oral language assessment, reading assessment, writing assessment, anecdotal records, and self-assessment for language proficiency and learning strategies. A sample literacy development checklist and a chart showing sample holistic criteria are provided. The second section reports on portfolio assessment, including the following: designing portfolios (e.g, purpose, specific focus, performance task/instrument selection, setting criteria, staff collaboration, staff development, student selection, and student/parent involvement); planning for and collecting the data; analyzing portfolio contents; using portfolio results; and some common concerns about putting portfolio use into practice (e.g., time requirements, content interpretation, ways to use portfolios and performance-based assessment). Sample contents from reading/writing portfolios in Virginia, New Hampshire, and Florida are summarized in a one-page chart. Contains 68 references. (LB)

the conflict between cultural values, other environmental factors, and the financial information generated. The paper begins with an overview of Colombia's political history as well as its economic and social changes during the past 30 years. Next, the bookkeeping requirements as identified by Colombian law concerning revenues collected by the country are described. These rules cover areas of duties on imported goods; warehousing charges; charges assessed on tonnage imported; registration fees on ships that are based out of New Granada; and confiscations, special services and fines. Finally, the paper discusses the changes in the government's accounting and financial organization over the past several decades and the resulting changes in the accounting profession, including the income tax law enactment of 1931; the development of the Colombian Association of Accountants; the Colombian Commercial Code; and the Regulation of Accounting Standard, decree 2160. It is noted that these changes have been influenced by a wide variety of historical, political, economic, and social factors. It is also noted that accounting has become a career choice offered in the Colombian higher education system; that there are 13 private and public colleges and universities that offer a major in accounting; and that the Minister of Education has set a minimum of accounting courses that must be offered. It is noted, too, that almost all of the instructors are practitioners who teach accounting courses on a part-time basis. Contains eight references. (GLR)

(055)

DESCRIPTORS- Data Collection; *Ethnic Groups; Higher Education; Information Dissemination; *Minority Groups; Organizational Objectives; Student Attitudes; Student Financial Aid; *Student Participation; *Study Abroad; *Undergraduate Students

This brochure is designed to assist study abroad advisers in increasing the enrollment of students from underrepresented ethnic minorities in foreign study programs. Administrators from eight institutions of higher education contributed ideas. The publication is a collection of their approaches and methods which they have found to be successful on their campuses. The ideas fall into six major areas of action: funding, reassurance, promotion, choice and availability of programs, goal setting, and data collection. The section on funding notes that finances are a barrier to minority students and recommends identifying special minority scholarships; using program revenue to assist students with travel grants; assisting campus-based aid to travel with students; and seeking tuition waivers abroad. The section on reassurance notes the importance of promoting the experience as right for minority students through outreach, staff diversity, special materials, working with families, and doing orientation activities. Ideas for promotion include starting with freshmen, persistence, staff diversity, and networking with other groups. Program suggestions include offering programs in non-traditional areas and other variations. Also discussed is the importance of goal setting for a study abroad program office and ideas on data collection. The resource contacts are listed with telephone numbers. (JB)

that when anxieties about authority and dependence are focused on an internal consultant, the further progress of such enquiries can become difficult. The second report summarizes a study of a small group of Open University students, as well as a few tutors, who were interviewed before, during, and after their first summer school term to find out what impact the summer school experience had on them. Selections from the transcripts are included and discussed. Difficulties involved in opening up further discussions about enquiries related to separate parts of the institution are also considered. (GLR)

ED 346 803 HE 025 623

Nicodemus, Robert
The Tavistock Report. Reflections on the Tavistock Report Thirteen Years On (Report No. 66). The Tavistock Institute of Human Relations Consultancy in the Open University (Report No. 75). Open University Staff Reactions to the Tavistock Report (Report No. 76).
PUB DATE- 92
NOTE- 130p.; For a related document, see HE 025 624.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Consultation Programs; *Group Dynamics; Group Experience; Higher Education; *Human Relations; *Interprofessional Relationship; Postsecondary Education; *Teacher Attitudes; *Teacher Workshops
IDENTIFIERS- Open University (Great Britain); *Process Consultation; *Tavistock Institute of Human Relations (England)

The three reports combined here examine the process consultancy approach to faculty development initiated by the Tavistock Institute on Human Relations (TIHR), its use by the British Open University, and reactions from university staff. The first report reviews the original Tavistock report of August 1979 as well as reactions to the ideas and experiences brought by the Tavistock consultants to England's Open University. The next report presents archival material from the transcript of the 'Preliminary Tavistock Report' by two TIHR consultants and now placed within the historical context of events at the Open University over the subsequent 13 years. Finally, the third report describes interviews of 26 Open University staff members concerning their opinions about the preliminary report from TIHR consultants. Substantial notes from the interviews are included plus four written contributions from Open University staff. (GLR)

Personal History." Reiser provides a brief description of the course, Trends and Issues in Instructional Technology, then lists the lessons learned from the experience. These included difficulty in knowing who was speaking over the teleconference medium, difficulty in gauging students' reactions, necessary revision of course materials to fit the electronic medium, and scheduling logistics. Overall, both distance education experiences were deemed successful, with opportunities outweighing the frustrations with the medium. A student's perspective (Ellen Edwin) and a program unit coordinator's perspective (Landra L. Rezabek) are also provided. (DB)

ED 346 823 IR 015 553

Farnes, N. C.
Case Study: A Distance Education Contribution to a Social Strategy To Combat Poverty: Open University Community Education Courses in Glasgow.
PUB DATE- 90
NOTE- 16p.; Paper presented at the Pan-Commonwealth Meeting on Distance Teaching for Non-Formal Education (Nairobi, Kenya, June 6-9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Child Rearing; *Community Education; Community Programs; *Distance Education; *Economically Disadvantaged; Educational Television; Foreign Countries; *Nonformal Education; *Social Change; Social Networks
IDENTIFIERS- *Open University (Great Britain); Scotland (Glasgow)

This project located in Glasgow, Scotland, is concerned with the use of distance teaching for a non-formal community education program that is a component of a social change strategy to combat poverty. The study shows that the use of distance learning courses in non-formal community education is successful in attracting, at a reasonable cost per student, many who are economically and educationally disadvantaged. Participation in these courses leads to improvements in morale, strengthened social networks, better child care and nutritional habits, and further educational opportunities. Employment and community activities were also positively affected by participation. It appears that these courses are successful in contributing to the objectives of the social strategy for change. (17 references) (DB)

secure storage of the equipment. The paper also describes a fourth MEC, which is referred to as an Educational Technology Equipped Classroom (ETEC). It features a custom designed teaching station (modular podium/attached side cabinet) that houses a variety of electronic presentation systems including a microcomputer that supports 80386 applications; a CCD camera platform that converts transparencies, hardcopy, and small, three-dimensional objects to video); a VideoMate, which converts 35mm slides to video; and a VHS videotape player. The "electronic images" are displayed on a large screen with a data/video projector mounted on the ceiling. A public address system and audio recording are controlled from the teaching station, and a laser pointer is also available. This report includes a brief history of the MEC and discussions of the rationale for change and faculty input, orientation, and assessment of the most recent facilities. Twenty-one appendices include CAD (computer assisted design) drawings of the Jacobs 110 Instructor Station, equipment cost data, a purchase requisition and bid specification, and a questionnaire for ETEC's evaluation with tabulated faculty responses and written comments. (BBM)

DESCRIPTORS- *Community Colleges; Librarian Attitudes; *Library Education; *Library Personnel; Public Libraries; Rural Areas; Two Year Colleges
IDENTIFIERS- Northland Pioneer College AZ

This report describes how courses offered by the Department of Library/Media Technology at Northland Pioneer College (Arizona) can be effective in bridging the gap between the professionally trained master's degree librarian and the untrained library clerk or volunteer. The courses, which are typically offered on weekends, are designed to specifically assist individuals working in isolated rural settings. The courses are founded on the philosophy that the community can be an important library resource and that community involvement and ownership are important to the success of a library. It is noted that the college is making an effort to recruit students who are not working in libraries, but who would be challenged by a library career, including professionals seeking career changes and housewives re-entering the workforce. A copy of a Northland Pioneer College flyer advertising its library courses concludes the report. (MAB)

the study and the Department of Education comments on the study. (BBM)

ED 346 878 IR 054 109

Information Resources. Summary of Federal Agencies' Information Resources Management Problems. Fact Sheet for the Chairman, Committee on Government Operations, House of Representatives.
PUB DATE- Feb 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Federal Government; *Information Management; *Information Technology; Management Information Systems; *Public Agencies

Even though the effective use of information resources is critical to government operations, reports of studies by the Information Management and Technology (IMTEC) Division of the General Accounting Office have shown that agencies have frequently had problems in managing these resources. At the request of the Committee on Government Operations of the House of Representatives, all reports of such studies issued between October 1, 1988, and May 31, 1991, were examined. Of the 192 reports, 132 identified one or more problems relating to IRM. These reports covered information management in both the civil and defense sectors and looked at specific information systems as well as broad, government-wide issues. Massive cost overruns, inaccurate data, and poor system performance were frequently experienced. The management and operational problems described in these studies tend to fall into one of 10 different categories, with the most common problem being inadequate management of the information system development life cycle. Other problem areas include an inability to ensure the security and integrity of information systems; an inability of information systems to work together; and data that are inaccurate, unreliable, or incomplete. The first of 12 appendixes that make up the major part of this report summarizes the problem categories by type of problem and number of IMTEC reports per fiscal year, and the next 10 appendixes provide a description and examples of each category, as well as a list of reports that fell under that category. The final appendix lists the major contributors to the report. (BBM)

ED 346 895 JC 920 318

Evaluation of the California Community Colleges' Vocational Education Special Projects 1988-89 and 1989-90. Final Report on Special Project 90-0406, August 28, 1991-May 31, 1992.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.

PUB DATE- 92

NOTE- 61p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Evaluation Methods; *Program Effectiveness; Program Evaluation; *Program Improvement; *State Programs; State Surveys; Statewide Planning; Summative Evaluation; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges; Carl D Perkins Vocational Education Act 1984

In 1991-92, a study was conducted to refine and implement a system for evaluating the California Community Colleges' vocational education special projects funded under the Carl D. Perkins Vocational Education Act of 1984. The study focused on the 110 projects funded in 1988-89 and 1989-90, assessing their achievement of federal and state goals. Qualitative and quantitative data were collected through a document review and site visits (N=24) and phone interviews (N=86) with project directors, project staff, and Chancellor's Office staff. Highlighted findings included the following: (1) two problems identified in conducting the evaluation were the inability to interview staff from all projects funded and the time lag between a given funding cycle and the subsequent evaluation; (2) while a significant majority of special projects accomplished most or all of their proposed objectives, including improved partnerships with business and industry, remaining problems included minimal funding for projects targeting the handicapped, a lack of commitment to institutionalize the projects once funding had ended, and a lack of knowledge about similar projects; (3) while timeliness of funding was critical to the success of a project, more than two-thirds of the projects received delayed funding; and (4) due to the wide variety of products (including databases, resource and instructional documents, newsletters, videos, software, and promotional materials) resulting from the special projects, the need for a document, database, or clearinghouse of previous and current special projects was evident. Appendixes include the site visit interview guide questionnaire and an agency index of special projects. (JSP) fall 1991. The average American College Testing Program score, for students for whom it was available, was 26. Students averaged six hours of enrollment per semester (the equivalent of two courses) with a range from 2 to 30 hours completed. The students' mean GPA was 3.30, and GPA's ranged from a low of 0.23 to a high of 4.00, which was achieved by 36 students. There was considerable variability among the courses in which the students enrolled, with College English I, General Psychology, and American National Government being among the more popular courses. Two of the students who graduated from high school in 1991 subsequently enrolled as full-time students, a third was admitted for the fall, and a fourth was admitted, but did not enroll. Five of the students who will graduate from high school in 1992 were admitted for the fall at the time of the study. (JMC) college, including a historical prospective, and NFJC's objectives and policies as they relate to the capital improvements program. Section 5 presents an analysis of NFJC's student population, including enrollment and projections, while section 6 focuses on programs, services, and facility needs, offering detailed tables listing programs and their space needs. In section 7, an inventory of existing sites and facilities is provided, including a table of existing satisfactory student stations and space by facility. Section 8 contains the recommended plan for housing programs, students, and services in the coming 5 years. Section 9 analyzes capital outlay finances, including revenue sources for capital outlay. Finally, section 10 offers recommendations for educational plants, site improvement, remodeling, renovation, and new construction, and provides standard collegewide recommendations. The plan recommends $3,292,223 worth of work during the 5-year period between 1992 and 1997. (JMC)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Case Studies; *Chinese Americans; *Emotional Response; Limited English Speaking; Naturalistic Observation; *Preschool Children; Preschool Education; Second Language Learning; *Separation Anxiety; Social Adjustment; *Social Development
IDENTIFIERS- Child Behavior

This case study describes the separation distress experienced by Mei Mei, a 2-year-old Chinese-American female toddler at a midwestern university laboratory preschool. The toddler, who could not speak English, was undergoing the first substantial separation from her parents. The toddler was observed over a 9-week period, during which behaviors unique to separation response were recorded. Also recorded were events of dilingual discourse, a type of discourse in which speakers engage in parallel monologues and verbal communications are unintelligible for both parties. Anecdotal records and three videotapings served as the means for data collection. Data analysis revealed unique and complex patterns of social, emotional, and linguistic adjustment. Prolonged separation distress seemed to impede Mei Mei's linguistic adjustment. The child's inability to speak the language of her preschool culture proved to be one of the major barriers to overcoming separation distress. A list of 36 references is included. (RJC)

and related materials. (GLR)

ED 346 965 PS 020 567

Seever, Mark L.
Evaluation of Effective Schools Reading and Mathematics Outcomes for 1990-1991.
PUB DATE- Aug 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Improvement; Educational Objectives; *Elementary Schools; Elementary Secondary Education; *High Schools; Local Norms; *Mathematics Achievement; *Middle Schools; Outcomes of Education; *Reading Achievement; *School Effectiveness
IDENTIFIERS- Iowa Tests of Basic Skills; *Kansas City Public Schools MO; Tests of Achievement and Proficiency

This report offers a tabulation of the reading and mathematics outcomes for schools in the Kansas City, Missouri, school district during the 1990-1991 school year under Effective Schools funding. Two tables present school district summary data according to grade and level of schooling. These tables list the number and percentage of schools that met objectives for reading and mathematics as set by their 1990-1991 school improvement plan and as measured by the Iowa Tests of Basic Skills (ITBS) and Tests of Achievement and Proficiency (TAP). Reading objectives were met by 17 percent and mathematics objectives by 30 percent of schools. For each of the 50 elementary schools and 11 middle schools profiled, 1 table presents figures for the degree to which specific objectives set by each school were met. These figures are median percentile scores. A second table presents the actual achievement results as measured by the ITBS and shows changes in median percentile scores of reading and mathematics achievement as measured by the ITBS. Scores from 1987 through 1991 are shown. The average percentile scores for the school district and the nation are included for comparison. For each of nine high schools, two tables present similar data, with achievement being measured by the TAP. (BC)

has benefits both for the schools and the older volunteers. For example, teachers report emotional and behavioral improvements when the SMILES volunteers are present, and older volunteers have the opportunity for providing meaningful service and interacting with others in a stimulating environment. Beginning with 15 volunteers in 1977, the SMILES program had expanded to over 400 volunteers by 1984. Information sheets, promotional materials, information on special events, a newspaper article, questionnaires, and other materials on the program are attached. (AC)

DESCRIPTORS- *Bilingual Education Programs; Disadvantaged Youth; *Educational Television; *English (Second Language); Hispanic Americans; *Parent Participation; *Preschool Curriculum; Preschool Education; Program Descriptions; Public Schools; Second Language Instruction; Spanish Speaking; Supplementary Education
IDENTIFIERS- Brownsville Independent School District TX; *El Arco Iris Program TX

El Arco Iris is a supplementary pre-school program for Hispanic 4- and 5-year-old children and their parents. The Brownsville (Texas) Independent School District operates the program. Ninety-five percent of the kindergarten children in this district begin school speaking little or no English and median family incomes are among the lowest in the state. El Arco Iris aims to upgrade the entrance-level readiness skills of children whose performance might be inhibited by language difficulties. Twice weekly parents and their children attend 90-minute sessions that include a television presentation in which a story is read and major concepts presented. A bilingual teacher presents the television lesson, which contains footage of locations in the community. Paraprofessional aides provide further instruction, show parents how to complete activities at home, and emphasize learning with children. Evaluation studies show positive gains in language for participants. Parents are unanimously positive about the project, and the schools feel it has encouraged and improved learning in kindergarten for this otherwise disadvantaged population of students. A schedule of lessons and sample topics are provided with the program description. (KS)

and sample community-related curriculum projects. Appendices include: (1) a summary of research on community service education; (2) sample student learning activities; (3) sample activities for developing a school-community vision; (4) a community-school design conference agenda; (5) an example of a community and school simulation activity; and (6) a listing of agencies providing assistance to rural communities and schools. This report contains an extensive bibliography. (LP)

ED 347 021 RC 018 668

Hall, McClellan
"...Something Shining, Like Gold--but Better." The National Indian Youth Leadership Model: A Manual for Program Leaders.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Public Welfare Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; American Indians; Camping; Community Action; *Experiential Learning; Grade 7; Grade 8; Junior High Schools; *Leadership Training; *Outdoor Education; *Resident Camp Programs; Youth; Youth Programs
IDENTIFIERS- Community Service; *National Indian Youth Leadership Model; *Service Learning

The National Indian Youth Leadership (NIYL) model was created to develop leadership skills for Indian youth to perform their future roles in the family, school, tribe, and nation. The model not only instills leadership skills and values through hands-on learning opportunities, but also challenges youth to apply those skills through projects they design and implement in their communities. A key element of the model is an 8-10-day intensive camp experience. Young people who will be in Grade 7 or 8 the following school year attend camp with adult and high school volunteers from their home communities. Camp staff are carefully screened to select positive role models. Camp routine is very structured and includes immersion and community building, physical fitness conditioning, spiritual awareness, development of environmental awareness and ethics, values clarification, adventure activities to develop self-esteem and leadership qualities, improving communication skills, health education, decision making, skill activities, "processing" experiences, and a community service project. During the following school year, students meet regularly for activities and training sessions and are involved in community service and improvement projects. This manual describes procedures for planning and managing a camp program, outlines ways that the NIYL model emulates traditional Indian values and child rearing practices, and provides references and resources. (SV)

or educating teachers with new technology also meant empowering the school board members, parents, patrons, and senior citizens; empowerment and development activities for each group are described. Specific results of the project evaluation for 1992 are included. This report concludes that: (1) teacher attitudes improved toward the use of technology and toward the teaching profession; (2) student achievement increased as measured by the number of books and reference materials checked out by students from the library and an increase in the quality of student writing; (3) technology expanded course offerings of the school; (4) empowerment increased communication between staff, parents, school board members and other groups; (5) through the use of technology and the resulting curricular changes a life-long learning culture was established in the school; (6) additional, compensated professional development time for teachers was established; (7) start-up costs for technological innovation were considered minimal; (8) parent and patron attitudes about the school improved; and (9) teachers thought technological innovation had significantly changed the curriculum, teaching methodologies, and the roles between teachers and students. (28 references) (LP)

that were more removed, in the triangular field, from the constructivist vertex. (Author)

ED 347 057 SE 052 039

Nelson, Mike
INSTEP: Teacher Orientation of the Potential of Resource Exchange.
PUB DATE- 91
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Communications; *Computer Networks; Computer Uses in Education; *Elementary School Science; Elementary Secondary Education; Program Descriptions; *Resource Materials; Science Education; Science Teachers; *Secondary School Science; Teacher Developed Materials
IDENTIFIERS- INSTEP Project KS; Project 2061 (AAAS); Unified Network of Informatics in Teacher Educ

As a result of survey assessments which suggested a limited supply of science instructional resources in the Northaeastern Kansas area, the INSTEP (Integrative Network for Science Teaching Exploration and Practice) project was developed. Twenty-two 2nd-12th grade teachers from six school districts participated during 7 months of the project. The purpose of the project was to orient teachers to the potential of resource exchange. The project objectives included: (1) involving teachers in the development of instructional materials; (2) focusing teachers' attention on the potential of inquiry instruction; (3) improving the networking skills of teachers; (4) increasing the exchange of ideas among the project's teachers; (5) utilizing meeting, electronic mail services, and school site visitations; and (6) reinforcing the resource exchange process. The INSTEP Project's activities were based on both the Project 2061 report and the project's goals and assumptions. The purpose of this paper is to illuminate factors that might influence involvement when orienting teachers to resource exchange. Results are discussed in terms of lesson plan development activities, interschool inquiry activities, and project involvement. (KR)

included in this unit nurture a first step in building a sense of environmental awareness and responsibility. The unit discusses the following major ideas: (1) natural and man-made objects exist and have uses in the world; (2) objects in our environment can be classified into useful and waste objects; (3) litter is man-made or man-used solid waste that is in the wrong place; (4) people are responsible for disposing of waste properly; (5) some objects last a long time and others change or disappear quickly; and (6) some waste objects can be reused or recycled. Each activity in the unit meets the Virginia Department of Education Standards of Learning Objectives for Science; however, the material is designed to be interdisciplinary and may also be used to meet social studies, health, language arts, mathematics, or art requirements. A list of additional resources (articles, magazines, educational curricula) is included. (MCO)

options for students of differing levels, program implementation, preparation for postsecondary education, and preparation for calculus. Section 10 provides a description of the curriculum development process. Section 11 contains a brief description of some important issues in mathematics education that affect curriculum selection and instruction. Section 12 lists resources. The appendixes include original source materials for reference and documentation. (MDH)

ED 347 092   SE 053 081

Jones, Russel C., Ed.
Technological Literacy Workshop. Proceedings. (Washington, D.C., May 6-8, 1991).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Courseware; *Curriculum Development; Educational Assessment; Engineering Technology; Faculty Development; Financial Support; Higher Education; Instructional Materials; *Liberal Arts; *Majors (Students); Program Development; Science and Society; Student Recruitment; Surveys; *Technological Literacy; Workshops
IDENTIFIERS- *Technology Education

This document reports the proceedings of a workshop on Technological Literacy. The objectives of the workshop were: to review programs and to identify issues in technological literacy for liberal arts majors; to discuss mechanisms for the stimulation of appropriate additional technological literacy programs; and to develop an action plan for program, course, and faculty development. The body of the document includes the following: (1) opening remarks by the organizer, Dr. Russel Jones; (2) a review of past and present efforts in technological literacy; (3) invited views from the Liberal Arts and Engineering Colleges concerning differences between science and social science courses, the link between liberal arts and engineering, and broader issues in science, technology and society; (4) a summary of the breakout sessions reporting on curriculum development, courseware availability and needs, student recruitment, faculty issues, a new consortium approach to promoting technological literacy, identification of funding sources, and issues of initiation and growth of new technological literacy curricula and programs; and (5) closing remarks. The appendix includes the workshop agenda, a list of participants, greetings from the sponsors, complete reports of the breakout sessions, findings of a survey of current programs, a listing of monographs published under National Liberal Arts support, a list of references, an annotated bibliography, and two proposals made by the workshop. (MDH) education lessons designed to involve the family; and emphasized social skill training. The results of the practicum were encouraging. Analysis of the data revealed that the children showed significant gains in the areas of social skills, self-esteem, and conflict resolution skills. Teachers indicated that most of the children did learn how to make peace with themselves and with others. (Author)

ED 347 113   SO 022 013

Dufrene, Phoebe
Resistance to Multicultural Art Education: Strategies for Multicultural Faculty Working in Predominantly White Teacher Education Programs.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Cultural Awareness; *Curriculum Development; Educational Philosophy; Higher Education; *Multicultural Education; *Population Trends; Research Methodology; Teacher Education; Teaching Methods

The U.S. population of European ancestry is shifting toward a population of Hispanic and African origin. For this reason art education needs to have a multicultural cross-cultural foundation. University professors must prepare future art teachers to confront a more diverse population through relevant art history, aesthetics, and art criticism coursework. Preparation for students should begin before the final year in college, and should include a review of literature pertinent to multicultural cross-cultural art education. The development of research methods that focus on the sociocultural context in which art is produced is also important. To fully develop balanced teacher preparation materials, art education professors must work closely with art history professors and art library personnel. Additionally, a more subjective approach is needed. Students and faculty must share their personal feelings about groups outside their respective cultures, because confronting attitudes is necessary in order for changes to occur. (KM)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Agents; *Change Strategies; *Cultural Awareness; Educational Change; *Educational Objectives; Elementary Secondary Education; Higher Education; Literature Reviews; Minority Groups; Models; *Multicultural Education; Preservice Teacher Education; School Community Relationship; *Teacher Education Curriculum; *Teacher Role; Teacher Student Relationship; Teaching Methods

IDENTIFIERS- *Cummins (James)

The central tenet of Cummins' framework for intervention is that students from "dominated" social groups are either "empowered" or "disabled" as a direct result of their interactions with teachers. These interactions are mediated by the role definitions that educators assume in relation to certain institutional characteristics of schools. If the viability of Cummins' theoretical framework is accepted, multicultural methodology at colleges of education has to be reconsidered. Guided by Cummins' model and research literature, the curriculum and instructional methodology of a multicultural course was modified to emphasize growth in cultural sensitivity and acquisition of the knowledge, skills, and attitudes needed to alter relationship structures. A Cultural Diversity Inventory (Henry) measuring individual attitudes, beliefs, and behavior towards children of culturally diverse backgrounds was administered to preservice teacher education students before and after taking the multicultural course. Students were also asked to select a preferred goal for multicultural education. Some goals and objectives for the course were: (1) to ensure that each student understands the professional responsibilities of teachers in a multiracial society; (2) to incorporate minority languages and cultures into the program; (3) to know the importance of achieving minority community participation; and (4) to know the importance of teachers becoming advocates of minority students in assessment procedures. Strategies for achieving these and other desired goals in the teacher education curriculum are suggested and results of the student questionnaires are noted. (80 references) (LL)

ED 347 154 SP 033 950

Hazlett, Shirley Holder
It's Your Choice: A Program for Cardiovascular Health. Teacning
  Handbook.
PUB DATE- 85
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cardiovascular System; Curriculum Guides; *Health
  Education; *Health Promotion; High Schools; *Life Style;
  Program Guides; *Units of Study; Well Being
IDENTIFIERS- American Heart Association

This publication is designed to help high school students develop a lifestyle that promotes cardiovascular and overall health; activities are intended to promote total health and wellness. The handbook is composed of a curriculum guide and classroom materials, and is designed to fit into a comprehensive health education program. Multidisciplinary goals are to create growth in self-awareness, effective decision making, and responsible interaction in resolving problems or coping. Students are encouraged to identify personal habits that increase or decrease cardiovascular wellness; identify positive health changes they can and will make; and act on decisions to make positive lifestyle changes. Contents of the guide are organized as follows: a preface; project history; program description; topics and student learning objectives; program overview; guidelines for using "It's Your Choice"; and student handouts and transparency masters. Nine units are included, each focusing on a particular topic: (1) Cardiovascular Health; (2) Blood Pressure; (3) Exercise; (4) Sodium; (5) Saturated Fats and Cholesterol; (6) Body Fitness; (7) Tobacco Use; (8) Stress Management; and (9) Total Cardiovascular Self-Assessment. An appendix lists a variety of related books and brochures, examination procedures, and questions. (LL)

ED 347 155   SP 033 954

Physical Education Framework. Grades 1-6.
PUB DATE- 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Education; Lesson Plans; *Physical Education; *Physical Education Teachers; *Program Administration; Program Design; Program Guides; Special Needs Students; *State Standards
IDENTIFIERS- Texas Education Agency

This publication is designed to assist administrators, curriculum planners, and teachers in developing optimal physical education programs under Texas State Board of Education rules; it is not a curriculum guide, but rather reflects rules and legal mandates and presents suggestions for their implementation. An introduction discusses the concept of physical education, characteristics of a quality program, and laws affecting physical education. A major section, "Administrative Considerations," reviews: the areas of responsibility commonly assigned to administrators; administrative support, funding, and budgeting; state time requirements; the role of the essential elements of instruction; scheduling for a quality program; providing instruction for students with medical conditions; considerations for class size; keeping competition in perspective; teacher training and assignment; the role of paraprofessionals; evaluation for program improvement; safety concerns; program facilities; equipment and supplies; school and community relations; and physical fitness. A second major section, "The Instructional Program," is geared to teachers and incorporates components of the program, scope and sequence, role of district curriculum guides, developing daily lesson plans, teaching strategies and methodologies, remediation and reteaching, linkages with the essential elements of other subject areas, and evaluation of student performance. The final section is entitled "Special Student Populations and Physical Education." Eleven appendices contain examples of resources that will be of assistance to both administrators and teachers. (LL)

ED 347 156   SP 033 957

Levine, Marsha, Ed.
Professional Practice Schools: Linking Teacher Education and School Reform.
PUB DATE- 92
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Accountability; Child Development; Cognitive Development; College School Cooperation; Developmental Stages; Educational Change; Educational Environment; Educational Principles; Elementary Secondary Education; *Faculty Development; Higher Education; *Learner Controlled Instruction; *Preservice Teacher Education; School Restructuring; *School Role; *Teacher Role
IDENTIFIERS- *Professional Development Schools;

ED 347 175 TM 018 558

Chan, Carol; Bereiter, Carl
Effects of Conflict and Knowledge-Processing Strategy on Conceptual Change.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Beliefs; Biology; *Cognitive Processes; Computer Uses in Education; Concept Formation; *Conflict; Epistemology; Evolution; Grade 9; Grade 12; High Schools; *High School Students; *Knowledge Level; Path Analysis; Peer Relationship; Pretests Posttests; Prior Learning; Protocol Analysis; Student Attitudes; *Student Role
IDENTIFIERS- *Conceptual Change; Connectionism; *Strategy Choice

This study examined students' active roles in constructing knowledge when learning new information in the domain of biological evolution. A computer-based connectionist methodology was developed to provide a way to present students with new information while the experimenter provides probe statements congruent with or contradictory to the student's beliefs. Fifty-four students in grade 9 and 54 students in grade 12 each participated in 1 of the following 4 conditions: (1) individual-assimilation; (2) individual-conflict; (3) peer-assimilation; and (4) peer-conflict. Pretests and posttests and protocol analysis identified knowledge changes and knowledge processing activity. Path analysis suggested that only strategy exerts a strong direct effect on conceptual change and mediates the effects of age, prior knowledge, and conflict. Protocol analysis showed that students using a direct assimilation approach could use different strategies to assimilate contradictory information even though it represented something quite different from what they believed. The peer interaction condition did not produce significant effects in fostering conceptual change, although there were indications that group effects on conceptual change were greater for older students in the conflict condition. A table showing hypothetical inputs representing students' beliefs in each of the four conceptions and the corresponding weight activations generated by the network is appended, and five figures illustrate student processing. A 26-item list of references is included. (SLD)

ED 347 176 TM 018 561

Fisher, Mark A.
Categorization, or Schema Selection in Graph Comprehension.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Classification; Cluster Analysis; *College Students; Comparative Analysis; *Comprehension; *Data Interpretation; *Graphs; Higher Education; Mathematics Achievement; Memory; Multidimensional

ED 347 193 TM 018 679

McGinty, Suzanne
Ethical Issues in Constructing the Researcher Self: A Feminist Influenced Debate.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; *Females; *Feminism; *Individual Development; *Researchers; Research Methodology; Research Reports; Research Utilization; *Self Actualization; Theories; Values Clarification; Womens Studies
IDENTIFIERS- Researcher Role; *Researcher Subject Relationship

A reflective discussion is presented on the process of becoming an ethical researcher. Interest in the question stems from personal biography. The framework of ethical concerns of L. G. Roman and M. W. Apple (1990) is used to discuss seven issues that researchers commonly face: (1) the writing of a "true" account; (2) the usefulness of the research; (3) the relationship of the researcher and the researched; (4) modesty; (5) demystification; (6) the imposition of theory; and (7) reciprocity. Central to the discussion is the question of the relationship of the researcher and the researched. The materialist feminist paradigm, as exemplified by Roman (1988), places the relationship of the researcher and the researched right at the center of inquiry. Reality is not seen as something that exists apart from its context. The epistemological nature of reality is illusive, captured by the researcher and the researched in a moment of relationship. There is a 22-item list of references. (SLD)

ED 347 194 TM 018 687

Hecht, Jeffrey B.
Continuing Perspectives on the Analysis of Regression Residuals: Advocacy for the Use of a "Totter Index."
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Graphs; *Least Squares Statistics; Mathematical Models; *Regression (Statistics); *Statistical Distributions; Theories
IDENTIFIERS- DRAWREG Computer Program; *Outliers; *Residuals (Statistics); Totter Index

Previous research has demonstrated particular inadequacies in conventional methods used to identify outlier cases in bivariate regression models. Only through a combination of methods can one detect all of the deviant points potentially overinfluencing a regression model's parameters. This paper investigates whether a range of data points might exist that could be influential to a regression estimate, yet remain undetected by current methods. A computer program written for

ED 347 211 UD 026 385

Results in Education: 1988. The Governors' 1991 Report on Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Demography; Educational Administration; Educational Facilities Improvement; *Educational Policy; Educational Quality; Educational Technology; *Elementary Secondary Education; Expenditure per Student; Higher Education; Instructional Materials; Leadership; Lunch Programs; Material Development; Minority Group Children; Parent Participation; Policy Formation; *Program Descriptions; Program Development; Program Evaluation; School Choice; School Readiness; *State Programs; Teacher Salaries; Teacher Student Ratio

In 1986 the National Governors' Association defined the following areas of educational policy targeted for improvement: (1) leadership and management; (2) teaching; (3) parent involvement and choice; (4) readiness; (5) technology; (6) school facilities; and (7) college quality. In addition to profiling new state initiatives in each of these seven target areas, this report describes state efforts to track the results of earlier education reforms and summarizes what has been learned. Education policies for each state are highlighted. Data in the following areas are provided for each state: (1) attendance; (2) high school graduation; (3) demography; (4) enrollment; (5) school districts; (6) English proficiency; (7) minority enrollment; (8) school lunch program; (9) higher education; (10) per pupil expenditures; (11) pupil/teacher ratio; and (12) teacher salary. Data are provided on eight charts and tables. (BJV)

ED 347 212 UD 026 727

Making Big High Schools Smaller. A Review of the Implementation of the House Plan in New York City's Most Troubled High Schools.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jan 89
NOTE- 41p.; Also sponsored by the Bruner Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Prevention; *Dropout Programs; Educational Facilities Improvement; *Grade 9; *High Schools; *House Plan; Program Evaluation; *Program Implementation; School Organization; School Size; *Small Schools; Urban Areas; Urban Schools
IDENTIFIERS- Attendance Improvement Plan; Dropout Prevention Program; *New York City Board of Education

This interim report evaluates the implementation of the "House Plan," a plan to create small personalized schools within the 110 large comprehensive high schools in New York (New York) by subdividing all ninth grades into separate units. This evaluation covers only the 37 "dropout prevention" high schools which had been previously identified as most in need of school-wide reform. Telephone surveys were used to determine the characteristics of the schools' plans. Five schools, whose plans seemed most promising, were selected for close

ED 347 231 UD 028 727

Smith, J. Lea; And Others
Restructuring the Urban Primary School: A Collaborative Approach to Developing a Nongraded Curriculum.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; College School Cooperation; *Curriculum Development; Educational Assessment; Elementary Education; *Elementary School Students; Flexible Progression; Followup Studies; Higher Education; Models; *Nongraded Instructional Grouping; Nontraditional Education; Pilot Projects; Program Evaluation; *School Restructuring; State Programs; *Urban Schools
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

In 1988 the Kentucky Supreme Court upheld a previous decision that the state public education system had failed to provide an efficient system of common schools. The Kentucky Educational Reform Act (KERA, 1990) came from this decision. This paper reviews the restructuring of a primary school under the KERA, focusing on one collaborative effort between a university practitioner and a school practitioner in developing a year-long pilot project. Crucial components of the collaboration included initiating dialogue, organizing and implementing a primary school model, disseminating the model, and developing leadership. Key components of the pilot project included: (1) development of an integrated thematic curriculum and alternative assessments; (2) a pupil progression plan; (3) an orientation toward success and cooperation; (4) flexibility to allow for multiple age/multi-ability grouping; and (5) creative student evaluation through narrative progress reports. The Partners in Learning model was applied at an inner-city elementary school in Louisville (Kentucky). The success of the new instructional program was confirmed by comparing scores of 15 program second graders on the Comprehensive Tests of Basic Skills with those of 15 similar students from another school. Six teachers and the school speech pathologist completed a follow-up survey indicating that they continued to use the model, although four have made modifications to it. There is a nine-item list of references. (SLD)

ED 347 232 UD 028 728

Compensatory Education and Chapter 1 Sustained Effects Study, 1987-1991. Evaluation Report No. 24.
PUB DATE- 11 Feb 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Gains; Basic Skills; *Black Students; *Compensatory Education; *Educationally Disadvantaged; Elementary Education; *Federal Programs; Followup Studies; *Hispanic Americans; Longitudinal Studies; Minority Group Children; Program Evaluation; Scores;

indicate places to use the 12 specially designed transparencies and the 8 handouts. (JB)

ED 347 251 UD 028 754

Paraprofessionals in the Classroom: Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; *Compensatory Education; Elementary Secondary Education; *Federal Programs; Leaders Guides; Motivation Techniques; *Paraprofessional School Personnel; *Program Implementation; Staff Role; Student Motivation; Teacher Responsibility; *Teacher Role; Thinking Skills; Transparencies; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988

This publication is a guide with the materials necessary for leading a workshop session on the role and responsibilities of paraprofessionals in Chapter 1 Program classrooms. Following a list of the transparencies and handouts used in the workshop as well as an outline of the 3- to 4-hour session, a note to the presenter discusses the advantages of having both teachers and paraprofessionals participate if possible and the possible ways to modify the session depending on the make-up of the audience. The actual guide to the session covers the following areas: (1) introduction/overview (looks at workshop objectives and an activity); (2) roles and responsibilities of teachers and paraprofessionals (provides a discussion and an activity for each group as well as a discussion of effective instructional teams); (3) categories of assistance (details the definitions and limitations of the aid that a paraprofessional can provide); (4) motivation (provides an activity and a discussion of factors in motivation); (5) extending students' thinking (presents Bloom's classification of levels of thinking and an activity); and (6) debriefing (provides for discussion and session evaluation). Throughout the guide graphics indicate when to use the 15 specially designed transparencies and 7 handouts. (JB)

ED 347 252 UD 028 755

For the Children: Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compensatory Education; Data Collection; Disadvantaged Youth; Educational Objectives; Elementary Secondary Education; *Federal Programs; Leaders Guides; *Outcomes of Education; Program Design; Program Evaluation; Program Implementation; *Program Improvement; Self Evaluation

Change; Elementary School Teachers; Elementary Secondary Education; Field Interviews; *Public School Teachers; School Community Relationship; *School Restructuring; Secondary School Teachers; *Teacher Attitudes; Urban Schools; *Urban Teaching
IDENTIFIERS- *African Americans; Exemplary Schools

A study was done to explore the views and perspectives of seven exemplary public school, African American teachers on school restructuring efforts previously undertaken and currently underway in their respective school districts and schools. The study was conducted through semi-structured, open-ended, face-to-face interviews lasting between 2 and 4 hours interviews with African American teachers from seven urban areas of the nation, many of whom worked in schools with a high proportion of minority and at-risk students. All of the teachers were chosen by community nomination as a result of direct contact with African American communities. The data reveal that teachers exhibit three patterns of involvement and attitudes toward district-wide and individual school restructuring efforts: cynical dissenters, coincidental cooperators, and committed advocates. Other findings include the following: (1) experienced teachers were most skeptical, most reluctant, and least likely to be involved in school reform efforts compared to less experienced teachers; (2) teachers' election to participate rested on their perceptions of consistent fair administrators and the possibility for faculty to develop shared goals and culture; (3) a need to understand the historical context of schools; and (4) greater teacher participation in reform occurs where there are multiple and varied chances for involvement. Included are 24 references. (JB)

Professionalization of Teaching

Professional practice schools are restructured public schools that are: (1) models of good practice; (2) responsible for education and socialization of teachers for new roles; and (3) designed to support ongoing research directed at improving practice. The seven essays in this book focus on the rationale for professional practice schools and the issues associated with their implementation: (1) "A Conceptual Framework for Professional Practice Schools" (Marsha Levine); (2) "Child as Meaning Maker: The Organizing Theme for Professional Practice Schools" (Ellen M. Pechman); (3) "Establishing Professional Practice Schools for Teachers" (Mary M. Kennedy); (4) "Accountability for Professional Practice" (Linda Darling-Hammond); (5) "Teacher Development in Professional Practice Schools" (Ann Lieberman and Lynne Miller); (6) "Institutional Standards-setting in Professional Practice Schools: Initial Considerations" (Holly M. Houston); and (7) "Professional Practice Schools in Context: New Mixtures of Institutional Authority" (Barbara Neufeld). (IAH)

ED 347 157 SP 033 958

Maclean, Rupert
Teachers' Career and Promotion Patterns: A Sociological Analysis.
PUB DATE- 92
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Career Ladders; *Career Planning; Elementary Secondary Education; Faculty Mobility; Foreign Countries; Quality of Working Life; Social Science Research; *Sociology; Teacher Attitudes; Teacher Characteristics; Teacher Employment; Teacher Employment Benefits; *Teacher Promotion; Teacher Welfare; *Teaching (Occupation)
IDENTIFIERS- Australia (Tasmania)

The study reported in this book demonstrates that teachers engage in career planning as systematically as members of any other profession: career movement of teachers is patterned; status, rewards, location and working conditions matter; and the costs and benefits of vertical and horizontal mobility are carefully calculated. The book is organized into nine chapters, following a listing of tables and figures as well as a foreword. The chapters are organized as follows: (1) an introduction provides background on the sociological study of work, maps the content of occupational sociology, and presents an overview of this study; (2) a review of research and literature relevant to ways of conceptualizing work careers establishes a framework of sociological concepts appropriate for a study of occupations; (3) reports on what is known about teaching careers within the previously developed framework; (4) provides a description of the structural context within which teachers are employed; (5) outlines the research design and procedures adopted; (6) presents information on the personal and professional characteristics of promoted teachers; (7) analyzes career history information on Tasmanian teachers; (8) describes teachers' perceptions of teaching careers; and (9) provides research results, summarizes main findings, offers policy recommendations, and suggests further research needs. Five appendices include propositions tested, information from Education Department personnel files, a copy of a careers in education project questionnaire, individual and group interview questions, and statistics on career profiles of promoted

Scaling; *Schemata (Cognition); Visual Perception
IDENTIFIERS- Graphic Representation

A model of graph comprehension is proposed including perceptual and memory processes. Multidimensional scaling (MDS), cluster analysis, and analysis of variance (ANOVA) were used to determine how college students with different mathematical experience read different types of bar graphs. Data were collected at the University of Oklahoma (Norman) during the summer 1991 semester from the following subjects: 28 students (mostly freshmen) in an intermediate algebra course; 39 students (mainly sophomores) in a Calculus II course; and 28 seniors and graduate students in an upper division calculus-based applied statistics course. The MDS and cluster analysis showed that there were differences in how the different groups of subjects clustered the different bar graph types. Of four bar graph types and two orientations, the graph types clustered together were simple and grouped (side by side) bar graphs. Using ANOVA, it was found that these graph types were read equally well and were read more accurately than were the other graph types. This finding indicates that graphs of different types and levels of perceptual complexity may share a single mental model or schema for graph reading. Subjects with more mathematical experience used graph orientation to a greater degree in their typicality ratings than did subjects with less mathematical experience, and it appeared that they may have had better strategies for recognizing the trends displayed in graphs. Seven figures and 1 table illustrate the study, and there is a 27-item list of references. (Author/SLD)

ED 347 177 TM 018 583

Achievement Testing Program, Provincial Report: June 1991 Administration. Grade 3 Science, Grade 6 Mathematics, Grade 9 Social Studies.
PUB DATE- 92
NOTE- 109p.; For the 1989 report, see ED 316 577.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Achievement Tests; Age Differences; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Grade 3; Grade 6; Grade 9; Knowledge Level; Mathematics Achievement; Portfolios (Background Materials); *Public Schools; Scores; Social Studies; *Standardized Tests; Student Evaluation; *Testing Programs; Test Interpretation; Test Results
IDENTIFIERS- *Alberta; *Performance Based Evaluation; Science Achievement

The results of the achievement testing program of the Alberta (Canada) public schools are reported for the June 1991 administrations. The 1991 results help demonstrate what is possible for students in grades 3, 6, and 9 to know and do in science, mathematics, and social studies. For the first time, results are reported in terms of curriculum standards, achievement standards, and assessment standards. Achievement standards state how many students are expected to reach a particular curriculum level at a specific age or year in school. Assessment standards are the scores to be achieved by a student on a specific test or part of a test before the performance of that student is judged acceptable or excellent. Achievement and assessment standards are reported for each major component of the tests and for both components together. Results are separately reported for grade 3 science, grade 6 prior research (DRAWREG) was expanded to provide graphical displays of rejection boundaries according to the standardized, studentized, leverage, and Cook's Distance methods. Overlapping these regions revealed four geometric areas where influential points might exist, yet remain outside the usual detection frames. The traditional homogeneity assumption underlying least-squares regression (a rectangular pattern) did not agree with the usual graphic representation of bivariate relationships (an ellipsoid). The DRAWREG program was enhanced to compute and display an ellipsoid around the regression line and perpendicular coordinates. While further work is needed to clarify recommended boundaries for this region, it has potential as a single, adequate measure for influential point detection. Ten figures illustrate the discussion. A 12-item list of references and an appendix listing formulas are included. (SLD)

ED 347 195 TM 018 690

Nelson, Wayne A.
Adaptive Hypermedia Instructional Systems: Possibilities for Learner Modeling.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Concept Formation; Higher Education; *Hypermedia; Knowledge Level; *Learner Controlled Instruction; Learning Processes; *Modeling (Psychology); Pretests Posttests; *Undergraduate Students
IDENTIFIERS- *Adaptive Instructional Systems; *Knowledge Maps

A possible method of solving problems of knowledge representation and system adaptation in a hypermedia environment was examined. The method, based on the notion of semantic networks, uses the technique of knowledge mapping. In the process of reading a hypermedia document, the learner constructs a knowledge map (KM) specifying the relationships between concepts in the domain. The resulting map can be used to recognize learner misconceptions and identify potential instructional opportunities. The prototype KM system was tested with 36 undergraduates assigned to 1 of 3 groups using different versions of the system (browse, map, and relate), which allowed the learner to use a KM, construct a KM without feedback, or construct a KM with feedback. Subjects also completed paper and pencil pretests and posttests to identify the relationships between concepts introduced. All participants gained a significant amount of knowledge about the content. The browse group performed better on the short answer test, perhaps because participants in the other conditions were so involved in processing their KMs they did not study the concepts as well. A hypermedia system of this sort may provide an effective means of judging when a learner has attained some level of understanding of the domain. The system could then provide a new and appropriate level of detail for the learner. Four tables and five figures present study data. A 25-item list of references and 4 appendixes illustrating KMs and analysis procedures are included. (SLD)

ED 347 196 TM 018 691

observation. Brief overviews of each of the five plans are included. Key criticisms included the following: (1) planning was neither well-supported nor coordinated with other school improvement initiatives; (2) few schools allowed for student interest, student choice, or heterogeneous grouping; (3) traditional class schedules were maintained; (4) staffing was inadequate; (5) there was little administrative adaptation or support; (6) provision of extracurricular activities was uneven; (7) space was inadequate; and (8) no funding was provided. Recommendations for improvement are included. A table illustrating the characteristics of the House Plan in the five selected high schools and a table illustrating the plan's key organizational features are included. The appendices comprise a list of the "dropout prevention" high schools 1987-88, and a description of the affective and organizational characteristics of the ideal "House." A list of 12 references is appended. (FMW)

ED 347 213 UD 027 553

Cicchelli, Terry; And Others
Dropout Prevention Strategies for Urban Children At-Risk: A Longitudinal Analysis.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Conferences; Cooperative Programs; *Dropout Prevention; *Dropout Programs; Elementary Education; *High Risk Students; Longitudinal Studies; *Minority Group Children; Models; Pretests Posttests; Program Evaluation; Urban Schools
IDENTIFIERS- *New York City Board of Education; *Partnerships

This study describes dropout prevention strategies used by social service and school personnel in the Stay-In-School Partnership Project (SSPP), analyzes longitudinal statistical data generated by the 3-year program, and proposes a model for conceptualizing and implementing a dropout prevention program for at-risk minority students. SSPP is a university-school partnership project between Fordham University's Graduate Schools of Education and Social Services and five heavily minority New York City elementary schools serving 100 students and their parents. A pretest-posttest design was used to determine the effects of the program in the following areas: (1) absenteeism; (2) reading and mathematics achievement; (3) adequacy of child care; and (4) self-esteem. The following major results are reported: (1) absenteeism decreased by 60 percent; (2) analyses of reading and mathematics achievement were inconclusive due to incomplete and inadequate prior test data; (3) case managers perceived students as living in "neglectful" home conditions; and (4) self-esteem data show variability across sites. A practice profile of the project was developed from the comments of social service and educational staff comprising the following components: (1) assessment; (2) recordkeeping; (3) play therapy; (4) tutoring; (5) coordination; and (6) family problem-solving. SSPP staff observed significant program effects in parental involvement. Ten tables of statistical data and a copy of the practice profile developed by the SSPP are included. A list of 11 references is appended. (FMW)

Thinking Skills; *White Students
IDENTIFIERS- Comprehensive Tests of Basic Skills; Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Sacramento City Unified School District CA; Sustaining Effects Study

The long-term effects of state compensatory education (SCE) and Chapter 1 programs on the development of basic skills and academic achievement of Sacramento (California) were studied for a sample of over 6,000 SCE and Chapter 1 students in grades 2 through 5. Follow-up and retroactive approaches were used to ascertain the degree to which thinking skills of these students appear to have improved and to determine what kinds of students have exited from these programs in the 4 years. Major findings were: (1) mean scores on the Comprehensive Test of Basic Skills increased gradually; (2) a majority of these students stayed in the program all 4 years, with about 10 percent exiting consistently; (3) White students were the most successful and Hispanic American students were the least successful in exiting programs; and (4) the earlier students were identified and received program services, the more positive were the long-term achievement results. Recommendations are included for further study of successful programs and for action to improve the academic achievement of Blacks and Hispanic Americans. There are 15 tables of study data and 4 illustrative figures. Two appendices contain charts of grade skippers and repeaters and score conversions to normal curve equivalents. (SLD)

ED 347 233 UD 028 729

Stavros, Denny
Follow-up Study of 1989 Graduates. Detroit Public Schools.
PUB DATE- Dec 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Bound Students; College Preparation; *Educational Experience; *Employment; Followup Studies; *Graduate Surveys; Higher Education; *High School Graduates; High Schools; Postsecondary Education; *Public Schools; *Student Attitudes; Vocational Education
IDENTIFIERS- *Detroit Public Schools MI

This study of 1989 graduates represents the second year that the Detroit (Michigan) Public School system has conducted a follow-up survey of public high school graduates to establish their occupational status at about 16 months after graduation, collect their perceptions of their high school experiences, and record their postsecondary educational experiences. The survey was sent to a sample of 7,395 students; 1,687 (23 percent) returned usable questionnaires. Respondents were more likely than the entire sample to be female and to have passed all three subtests of the High School Proficiency Examination. Of the respondents, 72 percent had been in the college preparatory program, 20 percent had been in vocational and technical programs, and 29 percent had been in a co-op program. Eighty-seven percent awarded an "A," "B," or "C" to the overall quality of their high schools. Ninety-two percent had been employed at some time since graduation, and 63 percent had full-time or part-time jobs in November 1990. Eleven percent had not been enrolled in any postsecondary educational program since graduation. Sixty percent of those enrolled were in a 4-year program, and 80 percent were in a Michigan school. Seventeen tables present information about the graduates. An appendix

(Groups); Transparencies; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988

This publication is a guide with the materials necessary for leading a workshop session on a method for Chapter 1 program improvement that involves teachers and administrators. The "For the Children" approach to program improvement offers a plan for bringing together the people who are responsible for implementing the program that has been proven to be effective in bringing about improved student performance. Lists of the transparencies and handouts used in the workshop as well as an outline of the 1- to 2-day workshop are provided. The actual guide to the workshop covers the following areas: (1) workshop goals; (2) overview/introduction; (3) phases one and two involving gathering information, disaggregation, and skills for gathering and interpreting subjective information; (4) developing a school profile involving targeting areas for improvement and setting goals; and (5) debriefing including discussion and session evaluation. Throughout the guide, graphics indicate when to use the 37 specially designed transparencies and 10 handouts. (JB)

ED 347 253   UD 028 756

Comprehensive Needs Assessment: Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compensatory Education; Data Collection; Elementary Secondary Education; *Federal Programs; Leaders Guides; *Needs Assessment; Outcomes of Education; Program Design; *Program Evaluation; Program Implementation; Program Improvement; Self Evaluation (Groups); Transparencies; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988

This publication is a guide with the materials necessary for leading a workshop session on comprehensive needs assessment for Chapter 1 programs for teachers and administrators. As the packet points out, secondary and elementary schools with Chapter 1 programs often do comprehensive needs assessment to satisfy federal regulations or to record current program status, to make decisions, or to evaluate and plan. This workshop teaches participants to define comprehensive needs assessment, to understand the rationale for such assessment, and to become familiar with the assessment process. A list of the transparencies and handouts used in the workshop as well as an outline of the 3-hour workshop are provided. The actual guide to the workshop covers the following areas: (1) workshop goals (includes a definition, an activity, and a discussion); (2) discussion of the rationale for conducting an assessment; (3) assessment process (includes discussion and activity designing a sample assessment using the collect, record, analyze, and report data format); and (4) debriefing including discussion and session evaluation. Throughout the guide, graphs indicate when to use the 16 specially designed transparencies and 6 handouts. (JB)

ED 347 254   UD 028 757

teachers. (LL)

ED 347 158 SP 033 959

Nielsen, H. Dean; And Others
The Cost-Effectiveness of Distance Education for Teacher Training. BRIDGES Research Report Series No. 9.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Apr 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; *Developing Nations; *Distance Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Nontraditional Education; Policy Formation; *Preservice Teacher Education; Program Effectiveness; Research Design; Research Needs
IDENTIFIERS- *BRIDGES Project (Harvard University); Collaborative Learning; Indonesia; Sri Lanka

This study, conducted by the Basic Research and Implementation in DevelopinG Education Systems (BRIDGES) Project, demonstrates a relatively inexpensive way for governments to increase the effectiveness of their teaching force. The report describes distance teacher education programs in Sri Lanka and Indonesia as being cost-effective (the low institutional costs result from economies of scale and high cost recovery), especially those which combine self-instruction with tutor-supported small group learning, and are particularly effective in subjects that are verbal and information-oriented, as opposed to math- and skills-oriented. Following a foreword and an executive summary, the report is organized into five sections. The first section, an introduction, discusses the need for inservice teacher education, the promise of distance education, and the need for studies of program cost-effectiveness. Section 2 describes teacher education in Sri Lanka and Indonesia. The third section presents the current study: its objectives, an explanation of the concepts of training costs and program effectiveness, the overall research design, cost-effectiveness, and studies and findings in Sri Lanka and Indonesia. Section 4 presents cross-national comparisons. The final section suggests general implications for policy and specific policy implications for Sri Lanka and Indonesia. (LL)

ED 347 159 SP 033 960

Tatto, Maria Teresa; And Others
Comparing the Effects and Costs of Different Approaches for Educating Primary School Teachers: the Case of Sri Lanka. BRIDGES Research Report Series No. 10.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Oct 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Developing Nations; *Distance Education; Educational Improvement; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; *Program Effectiveness; Schools of Education; *Teacher Education Programs; Teacher

mathematics, and grade 9 social studies. Achievement is also discussed by gender, age, grade level, and over time. The broadened assessment practices that Alberta is initiating are described, and field tests of these portfolio and performance-based assessments are reviewed. Thirty-eight tables present test data, and 17 figures illustrate achievement. Appendices provide two figures, three tables, information on test interpretation for parents and the community, and information about developing tests. A questionnaire about the report is included for reader feedback. (SLD)

ED 347 178   TM 018 584

Brick, J. Michael; And Others
National Household Education Survey. Adult and Course Data Files User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 435p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Courses; *Databases; Data Collection; Data Processing; Enrollment Trends; *National Surveys; Research Design; Research Methodology; Sampling; *Telephone Surveys; Test Use
IDENTIFIERS- *Data Files; Educational Information; *National Household Education Survey; User Guides

This manual provides documentation and guidance for users of the public release data files (adult file and course file) for Adult Education (AE) component of the 1991 National Household Education Survey (NHES:91). The NHES:91 was a random-digit dial telephone survey developed by the National Center for Education Statistics (NCES) and conducted by Westat, Inc. Data for the full-scale study were collected between late January and early May of 1991. The collection of data directly from non-institutional samples of individuals is a new initiative for the NCES and holds the promise of greatly enhancing the scope of issues covered by the NCES by providing information on many current issues in education. There were two general components of the NHES:91. The first of these was the Early Childhood Education component, concerned with the experiences of 3- to 8-year-old children. The second component pertained to the participation in adult education of persons aged 16 years and older. The introductory chapter, of the manual provides overviews of these components as well as information about the purpose of the study, the sample design, and data collection and data processing procedures. Following the introduction (chapter 1) the other chapters are: (2) "Description of Data Collection Instruments"; (3) "Sample Design and Implementation"; (4) "Data Collection Methods and Response Rates"; (5) "Data Preparation"; (6) "Guide to the Data Files and Codebooks"; and (7) "Data Anomalies." Six tables and four figures supplement the text. Six appendixes, comprising the greater part of the document, provide the NHES:91 questionnaire, adult file and course file variable lists, SAS and SPSS-X control cards, guidelines for using SAS and SPSS-X, SAS codes for composite variables, and adult file and course file codebooks. (SLD)

Lanese, James F.
Statewide Proficiency Testing: Establishing Standards or Barriers?
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Correlation; Criterion Referenced Tests; Grade 9; High Schools; *High School Students; Mathematics Tests; Norm Referenced Tests; Poverty; Reading Tests; School Districts; Socioeconomic Status; *State Programs; Student Evaluation; *Testing Programs; Test Use; *Urban Youth
IDENTIFIERS- Cleveland Public Schools OH; *Ninth Grade Proficiency Test; *Ohio

To answer several questions about the Ohio statewide high school proficiency testing program, correlations of student performance on the ninth-grade proficiency test with other measures of reading and mathematics were studied for approximately 4,600 students in the Cleveland (Ohio) City School District. The performance of students from higher versus lower poverty level school districts on the Ohio proficiency test was also studied. Measures of reading and mathematics achievement were the norm-referenced and criterion-referenced tests obtained as local achievement measures in Cleveland (California Achievement Test and Cleveland Competency Test). The rates of Ohio proficiency test passage for ninth graders were compared for 31 Ohio school districts including Cleveland. Both analyses supported the idea that the Ohio Ninth Grade Proficiency Test does represent a valid measure of the competencies of students in the Cleveland district. The comparison of tested proficiency skills with the district's stated competency objectives in reading and mathematics indicates a valid skill assessment. However, correlations between the district's measures and the Ohio proficiency test, while significant, were not strong. A strong positive relationship was found between the economic status of a district's students and their performance on the test. The Ohio proficiency test may not be adequate for all the state's students. Additional questions of the appropriateness of the test and its use await further analysis. Three references are listed. (SLD)

ED 347 197 TM 018 703

Medina-Diaz, Maria
Analysis of a Mathematics Achievement Test via the Linear Logistic Test Model and Quadratic Assignment.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Algebra; *Cognitive Processes; Cognitive Structures; Comparative Analysis; Difficulty Level; Equations (Mathematics); *Factor Structure; Grade 9; High Schools; *High School Students; Item Response Theory; Mathematical Models; *Mathematics Tests; Matrices; Test Construction; *Test Items

ED 347 214 UD 027 600

Berryman, Sue E.
Portents of Revolution: the Cognitive Sciences and Workplace Literacy. NCEE Occasional Paper No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Rand Corp., Santa Monica, Calif.
PUB DATE- Dec 89
NOTE- 12p.; Paper presented at the National Workplace Literacy Conference (Rochester, NY, November 6-8, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Cognitive Processes; Educational Environment; Educational Improvement; *Education Work Relationship; Psychological Studies; *Relevance (Education); Secondary Education; Skill Development; *Thinking Skills

Cognitive science research indicates that learning through apprenticeship may be more effective than traditional schooling. The following critical mistakes in traditional schooling are outlined: (1) skills are taught in progressively more difficult steps, neglecting to engage higher-order thinking abilities; (2) a skill is broken down into separately practiced subskills, which seldom produces competence in the skill itself; (3) skills are taught in isolation, providing little experience in how they are used in combination; (4) knowledge, skills, and their application are separated, preventing true understanding; and (5) knowledge and skills are taught in a classroom setting unlike settings at work or in real life, impeding the transfer of learning. The following contrasts between in-school and out-of-school mental activity are outlined: (1) school emphasizes individual work while out-of-school situations require group problem-solving; (2) school emphasizes pure mentation while out-of-school situations emphasize the use of tools; (3) school emphasizes symbol manipulation while out-of-school situations emphasize things and events; and (4) school emphasizes generalized learning while out-of-school situations emphasize situation-specific competencies. Successful apprenticeship programs share the following characteristics: (1) focus on the conditions of application of the knowledge and skills being learned; (2) weave together specific declarative and procedural knowledge with the development of general basic skills and problem-solving strategies; (3) take into account the learner's original ideas, stage discrepant or confirming experiences to stimulate questions, and encourage the generation of a range of responses with the opportunity to apply these in various situations; and (4) emphasize learning in context. (FMW)

ED 347 215 UD 027 601

Berryman, Sue E.
When American Businesses Change: the Imperatives for Skill Formation. NCEE Occasional Paper No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Rand Corp., Santa Monica, Calif.
PUB DATE- May 90
NOTE- 14p.; Paper presented at the conference, "Technology and the Future of Work" (Stanford University, Stanford, CA, March 27-29, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

contains: (1) 21 tables of study data; (2) the survey questionnaire with the distribution of responses for each item; (3) a list of the names of the graduates' employers; and (4) an overview of the history of Detroit school follow-up studies. (SLD)

ED 347 234 UD 028 734

Alternative Learning Methodologies through Academics (Project ALMA). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; English (Second Language); High Schools; *High School Students; *Hispanic Americans; *Immigrants; Native Language Instruction; Parent Participation; Peer Teaching; Profiles; Program Evaluation; *Spanish Speaking; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project ALMA NY

An evaluation was done of New York City Public Schools' Alternative Learning Methodologies through Academics Program (Project ALMA) for Spanish-speaking students. Project ALMA served 407 9th and 10th graders at 2 sites (Queens and the Bronx). All of the students spoke Spanish, and 75.7 percent of them were eligible for the Free Lunch Program. The project targeted two schools with a recent influx of immigrants and offered English as a Second Language (ESL); native language arts (NLA); and bilingual instruction in the content areas of mathematics, social studies, and science. Project ALMA sought to enhance the students' positive feelings toward their native and American heritages and to increase parents' awareness of career opportunities open to their children. The project included non-project students on field trips on a space-available basis. One school had a hotline in Spanish that parents could use to determine if their children were actually attending school. An outstanding feature of the program was peer tutoring in mathematics. Project ALMA was not fully implemented in its first year, although it met objectives in content area subjects, career advisement, and special education referral. It failed to meet objectives for ESL, NLA, and gifted and talented placement. Four appendices summarize the data collection and analysis procedures and provide supplementary study information. (JB)

ED 347 235 UD 028 735

Bilingual Education Through the Arts (Project BETA) Community School District 7. 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Bilingual Education Programs; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Elementary Education; *Elementary School Students; English (Second Language); Hispanic Americans; *Immigrants; Parent Participation; Profiles; Program Evaluation; Reading Programs; *Spanish Speaking; *Urban Schools

Schoolwide Project Evaluations: Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Comparative Analysis; *Compensatory Education; Data Collection; Elementary Secondary Education; Evaluation Criteria; *Federal Programs; Federal Regulation; Leaders Guides; Middle Schools; *Program Evaluation; Program Implementation; Self Evaluation (Groups); Transparencies; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988

This publication is a guide with the materials necessary for leading a workshop session on Chapter 1 schoolwide project evaluations aimed at meeting federal accountability requirements. As the packet points out, elementary school, middle school, and secondary school projects differ from the traditional Chapter 1 delivery models and as a consequence are required to demonstrate, through these evaluations, that the schoolwide approach is more effective. This workshop teaches participants about the special evaluation requirements for Chapter 1 schoolwide projects. A list of the transparencies and handouts used in the workshop as well as an outline of the 60-75 minute session are included. The actual guide to the workshop covers the following areas: (1) workshop goals; (2) an overview; (3) options for demonstrating effectiveness (same-school comparison and other-school comparison); (4) meeting accountability requirements (subject areas, achievement measures, comparisons, and grade levels); (5) other school comparisons (description and pros and cons); (6) same school comparison (description and baseline score); (7) choosing an approach; and (8) session evaluation. Throughout the guide, graphics indicate when to use the 14 specially designed transparencies. A handout consists of a 16-page paper, "Meeting the Accountability Requirement for Schoolwide Projects" (Alan Davis and Mary R. Quilling). (JB)

ED 347 255 UD 028 758

Parmerlee-Greiner, Gloria
Boulder Valley Schools Teen Parenting Program.
PUB DATE- Apr 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Ancillary School Services; Child Rearing; Community Support; Day Care; *Dropout Prevention; *Early Parenthood; Economically Disadvantaged; High Schools; *High School Students; Parenthood Education; Parenting Skills; Pregnancy; Pregnant Students; Program Descriptions; Public Schools; Youth Problems
IDENTIFIERS- *Boulder Valley Public Schools CO

To meet the needs of pregnant and parenting adolescents in Boulder Valley (Colorado), the local public school district has developed the Boulder Valley Schools Teen Parenting Program, now in its 12th year. The program was designed to help teen

Effectiveness
IDENTIFIERS- *BRIDGES Project (Harvard Univesity); Policy Implications; *Sri Lanka

This study, conducted by the Basic Research and Implementation in DevelopinG Education Systems (BRIDGES) project, examines the best use, effectiveness, and costs of the following approaches to preservice and inservice elementary school teacher training in Sri Lanka: (1) Colleges of Education; (2) Teachers' Colleges; and (3) Distance Education. An executive summary outlines data on which this study is based and presents important findings and policy implications for increasing the quality of education in developing countries. The paper is organized into five sections: (1) "Introduction" notes general issues of teacher education (the study of teacher education, what determines quality teaching, reasons for inadequate teacher training, inadequate research on teacher training, variations in teacher training programs, teacher training in Sri Lanka), the purpose of the research, and a policy framework; (2) "Research Methodology" describes concepts and variables, research design, data analysis, and limitations of the study; (3) "Results" covers program characteristics, program effectiveness (examining the evidence of program performance on effectiveness measures, comparing program trends, teacher performance related to pupil achievement, achievement of pupils taught by different groups of teachers, and pupil achievement, teacher training/performance, and school context variables), program costs, and program cost-effectiveness; (4) "Relationship between Program Characteristics and Their Effectiveness and Costs"; and (5) "Policy Implications" suggests alternative approaches. A reference list and several tables complete the document. (LL)

ED 347 160 SP 033 961

Johnston, Sue
Experience Is the Best Teacher...Or Is It? An Analysis of the Role of Experience in Learning To Teach.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Evaluation Methods; Higher Education; Interviews; *Learning Experience; *Learning Processes; Objectives; Observation; Preservice Teacher Education; Role Models; *Role Perception; *Student Teachers; Teacher Educators; *Teaching Experience

This study was conducted to analyze the process of learning to teach from the perspective of the student teacher. Issues associated with how student teachers perceive experiences contributing to their learning process form the basis of the analysis. Data referred to come from a larger study conducted over 3 years which explored the perceptions of student teachers preparing to become primary and early childhood teachers. Participants in the current study were eight student teachers involved in their final school experience before graduation. Findings were derived from interviews (excerpted in the document) and formal and informal observations. The role of the learning process is discussed in terms of setting goals, modelling the supervising teacher, gaining experience by doing, developing routines, and learning by trial and error. Two

ED 347 179 TM 018 585

Darany, Theodore; And Others
Eligibility Worker Selection Process: Biographical Inventory Validation Study.
PUB DATE- 7 May 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Biographical Inventories; Cognitive Tests; Financial Support; Individual Characteristics; *Labor Turnover; *Occupational Tests; *Personnel Selection; Predictive Measurement; Profiles; Questionnaires; Social Services; *Social Workers; Test Construction; Test Use; *Test Validity
IDENTIFIERS- Biodata; California (San Bernardino County); Eligibility Workers; In Basket Simulation; *Job Classification

One way for agencies to reduce fiscal stress is to minimize employee turnover. A project undertaken by San Bernardino County (California) to reduce employee turnover through the development, validation, and use of a non-traditional worker selection instrument (biographical inventory) is described. This project was aimed at the specific classification of Eligibility Worker. Employees in this classification determine the eligibility of clients for public assistance. The approach taken by the County to reduce turnover involves administering a traditional cognitive test, an in-basket examination, and a biographical inventory. The biographical inventory (biodata) consists of a life history item and personal preference items that are empirically analyzed to predict performance on a given criterion such as turnover. The research sample consisted of 563 new employees hired between 1980 and 1987 by the County. The sample was randomly divided into 2 groups: 201 in a cross-validation group, and 362 in a key group. The project demonstrated that the biographical inventory could be successfully developed and validated for the Eligibility Worker job classification. The biodata produced a substantial improvement in tenure prediction when compared to the traditional test. Three figures present study findings, and there is a 13-item list of references. (SLD)

ED 347 180 TM 018 596

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. First Follow-Up: Student Component Data File User's Manual. Volume I.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 501p.; For volume II, see TM 018 597.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Databases; Data Processing; Elementary Secondary Education; *Followup Studies; *National Surveys; Research Design; *Research Methodology; Sampling; *Student Characteristics; Test Use
IDENTIFIERS- *Data Files; Educational Information; *National Education Longitudinal Study 1988; Student Surveys; User Guides

This manual provides guidance and documentation for users of the public release data for the student component of the National

IDENTIFIERS- *Linear Logistic Test Model; *Quadratic Assignment; Rasch Model

The cognitive structure of an algebra test was defined and validated using the linear test model (LLTM) and quadratic assignment (QA) techniques. The LLTM is an extension of the Rasch model with a linear constraint that describes item difficulty in terms of the cognitive operations required to solve the item. The model permits the specification of the cognitive structure of a test via the weight matrix. In this study, the structure was based on eight production rules that represent the mathematical procedures for solving linear equations with one variable. A 29-item test was constructed and administered to 235 ninth graders in April of 1991. Subjects included 94 low scorers and 141 high scorers. Item response data were analyzed using the LLTM computer program. Estimates of the basic parameters corresponding to each production rule were obtained. A QA confirmatory approach validated the cognitive structure of the test. The proximity matrix represented the examinees' actual use of production rules in solving every pair of items. Cell entries of the structure matrix reflected the common number of production rules required to solve every item pair. The cognitive structure of the test was validated (i.e., examinees solved items using the rules specified in the weight matrix). This supports the basic parameters estimated via the LLTM as quantitative indexes of the difficulty of the cognitive rules in the weight matrix. One figure and seven tables provide study data. There is a 35-item list of references. (Author/SLD)

ED 347 198 TM 018 712

McLaughlin, Donald H.

Effects of Administrator Performance on Student Performance in the Trial State Assessment.

PUB DATE- Apr 92

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; *Administrators; Grade 8; Junior High Schools; *Junior High School Students; *National Surveys; *Performance; Scores; Student Evaluation; Testing Problems; Test Results; *Test Use; Test Validity; Training

IDENTIFIERS- *Examiner Effect; Monitoring; National Assessment of Educational Progress; Test Directors; Testing Conditions; *Trial State Assessment (NAEP)

In 1990 the scope of the National Assessment of Educational Progress (NAEP) was broadened by adding the Trial State Assessment (TSA), in which approximately 2,500 eighth graders in 100 schools in 40 states and U.S. territories participated in the mathematics assessment. A major step was training local test administrators to administer the TSA sessions. Members of the NAEP contractor's professional staff were assigned to monitor half of the TSA sessions. A critical question for TSA validity was whether students' performance would differ for monitored and unmonitored sessions. The competence and objectivity of local administrators were issues of great importance. There were small, but reliable differences in the effect of some aspects of the testing environment on the performance of students. When students were cooperative and administrators were proficient, an ideal situation was created

(150)
DESCRIPTORS- Apprenticeships; Industrial Education; *Industrial Training; Job Training; *Labor Force Development; On the Job Training; Personnel Policy; *Program Development; *Program Evaluation; Skill Development; *Staff Development; *Technical Education

In the face of changing economic conditions and shifts in skill requirements caused by technology, American corporations must integrate learning as an integral part of their functioning. Businesses must implement learning-intensive production, speed up the process of learning how to improve training, and learn how to assess the results of training. Learning-intensive production can be encouraged by extending systematic training to all classes of workers and by rethinking human resources policy to encourage and support learning. The following critical mistakes in traditional education and training should be avoided: (1) skills are taught in progressively more difficult steps; (2) a skill is broken down into separately practiced subskills; (3) learners are treated like blank slates; (4) skills are taught in isolation; (5) knowledge, skills, and their application are separated; and (6) knowledge and skills are taught in a classroom setting unlike settings at work or in real life. Apprenticeship programs may be the most effective method of training, if they include the following components: (1) focus on the conditions of application of the knowledge and skills being learned; (2) take into account the learner's original ideas, stage discrepant or confirming experiences to stimulate questions, and encourage the generation of a range of responses with the opportunity to apply these in various situations; and (3) emphasize learning in context. Assessment should focus on authentic learning outcome measures based on demonstration and performance of competence. (FMW)

ED 347 216 UD 027 986

High School E.C.I.A. Chapter 1, Part B, Institutionalized Facilities Program 1989-90. State Report. OREA Report.
PUB DATE- Aug 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Neglect; Compensatory Education; Daily Living Skills; Delinquency; High Schools; *Institutional Schools; Program Descriptions; Program Effectiveness; *Program Evaluation; *Special Needs Students; *Supplementary Education; Vocational Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Institutionalized Facilities Program NY; *New York City Board of Education

This report describes and evaluates high school programs funded under Chapter 1, Part B, of the Education Consolidation and Improvement Act (ECIA) and administered by the Institutionalized Facilities Program of the New York City Public Schools in 1989-90. The program is designed to address the educational needs of students in facilities for delinquent and neglected children and to provide daily living skills and career/vocational education. The report presents data for the following nine facilities: (1) J. Cap; (2) Aurora; (3) Odyssey House; (4) Island Academy; (5) Rosewood High School; (6) Veritas; (7) Riker's Island Educational Facility; (8) Promesa; and (9) Outreach House. A project summary narrative for each facility includes information on the following program

IDENTIFIERS- Bilingual Education through the Arts NY; Language Minorities; *New York City Board of Education

An evaluation was done of New York City Public Schools' Bilingual Education Through the Arts program (Project BETA), which served poor, language minority elementary school students. The project enrolled 366 Spanish speaking kindergarten through sixth grade students at 2 elementary schools. Ninety-seven percent of the students were eligible for the Free Lunch Program. Project BETA targeted schools with a recent influx of immigrants and served Spanish-speaking students with limited English proficiency. The Project adapted the Learning to Read Through the Arts program for students' linguistic development. Students received a weekly 1.5-hour period of English as a Second Language (ESL) and Spanish reading as well as workshops in musical arts or visual arts. Students also attended a variety of art events and museums throughout the city. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program directors. Results indicate that program strengths lay in its positive impact on students across the curriculum, with students showing increased enthusiasm and motivation. Project BETA was fully implemented and met its objectives for ESL, arts appreciation, staff development (two out of three objectives), curriculum development, and parental involvement. Two appendices summarize the data collection and analysis procedures and list instructional materials. (JB)

ED 347 236 UD 028 736

Project Aprendizaje. 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; English (Second Language); High Schools; *High School Students; Hispanic Americans; *Immigrants; *Limited English Speaking; Parent Participation; Profiles; Program Evaluation; *Spanish Speaking; Staff Development; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; Project Aprendizaje NY

An evaluation was done of New York City Public Schools' Project Aprendizaje, which served disadvantaged, immigrant, Spanish-speaking high school students at Seward Park High School in Manhattan. The Project enrolled 290 students in grades 9 through 12, 93.1 percent of whom were eligible for the Free Lunch Program. The Project provided students of limited English proficiency with instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects taught bilingually or in English with an ESL methodology. The project arranged activities for staff development and parental involvement and provided tutoring and informal counseling in the project office. Staff reported that the Project was integrated with activities at the school. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project Aprendizaje met its objectives for career education, attendance, suspension rate, dropout prevention, support services, staff development, and content area subjects. The Project met the ESL objective in the fall, but missed it in the spring by a narrow margin. It met one of two NLA parents to mature to meet the challenges of parenting, enhance the school district's dropout/intervention assistance to students, expand opportunities for teen parents to participate in vocational education and acquire employment, and to expand teen parent opportunities to graduate from high school. The program is fully integrated into the traditional secondary school environment and includes a comprehensive child care component. Program operations include the following: (1) two staff members; (2) a nurse and an early childhood development specialist; (3) pre-employment training, jobs, basis skills instruction, and summer school; (4) a licensed childcare facility; (5) a fenced toddler play area; (6) referral for counseling; (7) bus transportation to and from school; (8) daily involvement of foster grandparents; (9) internship placement for local university and college students; and (10) access to all high school classes and activities. The program draws on extensive county resources and has received strong positive evaluation and nation-wide recognition. Included are five references. (JB)

ED 347 256   UD 028 759

Gura, Mark
The Gorgeous Mosaic: A Work of Art by the Schoolchildren of the World. Teacher's Packet.
PUB DATE- 90
NOTE- 12p.; For a related document, see UD 028 760.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Art Materials; Art Products; Art Teachers; *Childrens Art; *Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; Exhibits; Guidelines; *International Programs; Program Descriptions; Teaching Guides
IDENTIFIERS- *Mosaics; *Portraits

This document is a packet of information for art teachers about the Gorgeous Mosaic, a project being carried out by the classroom art teachers of the world in which students individually draw portraits of the many different types of youngsters there are in their world on small cardboard tiles. The completed tiles are mounted on panels for exhibition. An introductory section describes the project and its background. The next section gives numbers of participating students so far (over 500,000 students as of 1990), measurements for the tiles and notes on logistics of material procurement, ways of keeping records of participants, and coordinating exhibits. A key section provides a guide to the lesson in which students make the tiles for the mosaic. Lesson components include the following: (1) motivation (a discussion of the concept and the ideas behind it); (2) a presentation of the method for making the tiles and creating the mosaic; (3) materials; and (4) tips on customizing the lesson. A concluding note discusses the importance of making the students understand the necessity of producing work that is appropriate and on target. Appended are a photocopy of a newspaper article on the project with two photographs, a project fact sheet, and a photocopy of a medieval mosaic. (JB)

ED 347 257   UD 028 760

Gura, Mark
The Gorgeous Mosaic Project. Coordinator's Packet & Mounting

concerns are raised about the ways in which student teachers perceive experiences contributing to learning to teach: the first relates to the limited experiences which student teachers "count" as helping them learn to teach; the second is the passive approach to building up a stock of experiences to draw on directly during their later careers. It is suggested that teacher educators have a role in challenging these perceptions. (LL)

ED 347 161 SP 033 963

O'Donnell, Angela; Woolfolk, Anita E.
Elementary and Secondary Teachers' Beliefs about Testing and Grading.
PUB DATE- 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Objectives; *Elementary School Teachers; Elementary Secondary Education; *Grading; Intellectual Development; Questionnaires; *Secondary School Teachers; Social Cognition; *Teacher Attitudes; *Testing
IDENTIFIERS- Subjective Evaluation

Teachers' beliefs and the effects of these beliefs on instructional practices have become significant areas of research on teaching. The purpose of this study was to compare the beliefs of elementary and secondary teachers with respect to testing and grading and to identify factors that discriminate between the two groups of teachers. The sample consisted of 226 elementary school teachers and 117 secondary school teachers who completed questionnaires providing information about their views on the nature and dimensions of intelligence, educational goals, and beliefs about testing and grading. Results suggest that elementary teachers can be distinguished from secondary school teachers in the following ways: elementary teachers were more positive about the use of tests, but more negative in rating themselves as test-takers; they were more positive about social aspects of intelligence and subjective grading; they placed higher importance on tests and the social dimensions of intelligence; they rated themselves higher on social adaptiveness and social goals for education; and they valued subjective assessments more than did their secondary school counterparts. (LL)

ED 347 162 SP 033 964

Martin, Kimberly J.; Smith, Lyle R.
Effect of Teacher Age and Gender on Student Perception.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Females; Grade 7; Junior High Schools; Males; Middle Aged Adults; Older Adults; *Photographs; *Sex Differences; Sex Role; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Qualifications; Young Adults

This study was conducted to examine students' perceptions of the impact of age and gender upon an individual's ability to teach. Seventh-grade science students (N=28) were shown photographs of

Education Longitudinal Study of 1988 (NELS:88). The general aim of NELS, a continuing long-term project, is to study the educational, vocational, and personal development of students at various grades and the factors that influence that development. The student component files contain data from the base year and the first follow-up. This manual is designed to familiarize the user with both waves of the NELS:88. The manual contains seven chapters. Chapter 1, "Introduction" provides information about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures is presented. The other chapters (2 through 7) are as follows: "Data Collection Instruments"; "Sample Design and Implementation"; "Data Collection"; "Data Control and Preparation"; "Data Processing"; and "Guide to Files and Codebook." This volume contains 15 figures and 27 tables in the text as well as appendices A through L which contain supplemental information on particular files and codebooks, along with numerous figures and data tables. The remaining appendices (appendices M through W) are printed in volume 2. (SLD)

ED 347 181   TM 018 597

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. First Follow-Up: Student Component Data File User's Manual. Volume II Appendices M-W .
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 282p.; For volume I, see TM 018 596.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Processing; Dropouts; Elementary Secondary Education; Enrollment; *Followup Studies; *National Surveys; *Questionnaires; Research Design; Research Methodology; Screening Tests; *Student Characteristics; Test Use
IDENTIFIERS- *National Education Longitudinal Study 1988; *Student Surveys; User Guides

This volume contains 11 appendices to a user's manual that provides guidance and documentation for users of the public release data for the student component of the National Education Longitudinal Study of 1988 (NELS:88). The general aim of the NELS, a continuing long-term project, is to study the educational, vocational, and personal development of students at various grades and the factors that influence that development. The student component files contain data from the base year and the first follow-up. The appendices in this volume, appendices M through W, present student questionnaires used in the NELS:88 and some lists of critical items for the study in its base year and first follow-up. The following are the titles of the appendices: (1) "Appendix M: Base Year Student Questionnaire"; (2) "Appendix N: Critical Items: Base Year Student Questionnaire"; (3) "Appendix O: First Follow-Up Student Questionnaire"; (4) "Appendix P: First Follow-Up Student Questionnaire: An Explanation of Nonresponse on the Language Items"; (5) "Appendix Q: First Follow-Up Dropout Questionnaire"; (6) "Appendix R: First Follow-Up New Student Supplement"; (7) "Appendix S: First Follow-Up Abbreviated Questionnaire"; (8) "Appendix T: Critical Items: First Follow-for students to demonstrate mathematics proficiency. The differences found were small, but steps should be taken to ensure that the same ideal testing situation is available for all students. Observations of training of TSA administrators confirmed expectations of the highly professional quality of that training. Nevertheless, continued monitoring of state NAEP sessions seems warranted to ensure uniform testing conditions. Nine tables present study data. (SLD)

ED 347 199 TM 018 715

Young, Allison J.; And Others
All Content Areas May Not Be Created Equal: Motivational Orientation and Cognitive Strategy Use in Four Academic Domains.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; Educational Objectives; English; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Junior High School Students; *Learning Strategies; Mathematics; Middle Schools; Models; Sciences; Sex Differences; Social Studies; *Student Motivation; Surveys; White Students
IDENTIFIERS- *Content Areas; Domain Analysis; *Goal Oriented Approach to Learning; Middle School Students; Strategy Choice; Student Surveys

Students' motivation was studied within specific academic content areas using a goal theory framework. The relationships between motivational orientation and cognitive processes within and across content areas are also considered. Six-hundred sixth and seventh graders, approximately 90% white, from two suburban middle schools participated. Students completed general and four domain-specific surveys in mathematics, English, social studies, and science. Surveys, constructed for this study, assessed individual goal orientation (learning focus or ability focus) and cognitive strategy use (surface or deep level) within each domain. Findings suggest that students differentiated their goals and strategies within the four subject matter areas. There was a significant negative relationship between learning-focused goal orientation and ability-focused goal orientation. Most gender differences occurred with respect to the English content area. In English, boys were less likely than girls to hold a learning-focused goal orientation and to report using deeper level strategies, and were more likely to use surface level strategies. Results suggest that motivation is more effectively studied in a domain-specific paradigm. Addressing motivational and cognitive issues within subject areas has the potential to add to the understanding of student decision making. Eleven tables and 8 graphs present study data, and there is a 33-item list of references. (SLD)

ED 347 200 TM 018 718

Riegel, Laurel Blyth
Texas Campus Report Cards: The Story of One Blind Man and Six Elephants.

components: (1) implementation; (2) facilities; (3) staff; (4) objectives/evaluation; (5) activities/methodology; (6) materials and equipment; (7) other contributing factors; (8) revisions; and (9) promising activities. Programs described are administered both in residential facilities and as offsite educational services. (AF)

ED 347 217 UD 028 202

Ferguson, Ronald F.
Racial Patterns in How School and Teacher Quality Affect Achievement and Earnings.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- Dec 90
NOTE- 41p.; Paper intended for publication in the journal "Challenge: A Journal of Research on Black Men."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Students; *Educationally Disadvantaged; *Educational Quality; Elementary Secondary Education; *Hispanic Americans; Language Skills; Longitudinal Studies; Low Achievement; Mathematics Achievement; National Surveys; *Racial Differences; Racial Discrimination; Reading Achievement; Scores; Standardized Tests; *Teacher Effectiveness
IDENTIFIERS- *African Americans; Texas Examination Current Administrators Teachers

Reasons why African American and Hispanic American students tend to have lower scores than do White students on standardized mathematics and reading tests are examined, focusing on a study from Texas. Results of the Texas Examination of Current Administrators and Teachers (TECAT) for approximately 900 school districts show that where the percentage of Black and Hispanic American children is higher, the average score on the TECAT is typically lower for Black, Hispanic American, and White teachers. Teachers in Texas who instruct children of color tend to have weaker language skills, a fact that accounts for over one-quarter of reading and mathematics score differentials for Black and White students, and 20 percent of the gap between Hispanic Americans and Whites. Performance is improved by: (1) teachers with strong language skills; (2) class size of 18 students or fewer; (3) teachers with more experience; and (4) teachers with master's degrees. An analysis of the National Longitudinal Survey of Youth (NLSY) shows why society should be concerned about test scores. Young men who scored higher on standardized reading and mathematics tests in 1980 tended to earn more money in 1985-86. Test scores, as measures of reading and mathematics achievement, explain a large share of the differences among races in earnings. Statistical data are provided in four pie graphs and one table. An appendix contains 4 pages of tabulated study data, and there is an 18-item list of references. (SLD)

ED 347 218 UD 028 211

Ferguson, Ronald F.
The Drug Problem in Black Communities. Working Paper 87-01-01.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 87
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcoholism; *Black Community; Black Culture; Black

objectives, and partially met its newsletter objective. Two appendices summarize the data collection and analysis methods and list instructional materials for the content areas. (JB)

ED 347 237 UD 028 737

Career Awareness Program (Project CAP). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Education Programs; Career Awareness; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; English (Second Language); *Immigrants; Junior High Schools; *Junior High School Students; *Limited English Speaking; Middle Schools; Parent Participation; Profiles; Program Evaluation; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project CAP NY

An evaluation was done of New York City Public Schools' Career Awareness Program (Project CAP), which served middle school (grades 6 through 9) economically disadvantaged Asian American students of limited English proficiency. The program served 222 students in 2 middle schools, 97.7 percent of whom were eligible for the Free Lunch Program. The Project targeted schools with a large population of immigrant students from mainland China, Taiwan, and Hong Kong. The project provided instruction in English as a Second Language, native language arts, and bilingual instruction in content area subjects. The students were also offered intensive computer classes. In addition, the project aimed to increase students', as well as parents', awareness of career opportunities. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project CAP's career education component was particularly valuable in helping students become familiar with the U.S. employment system, and the Project provided a strong family program. Project CAP was fully implemented at one site and partially implemented at the other site because of the lack of bilingual staff at that site. The project met its objectives in all areas. One appendix summarizes the data collection and analysis procedures. (JB)

ED 347 238 UD 028 738

Project DATA-TECH. 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; English (Second Language); Haitians; High Schools; *High School Students; Hispanic Americans; Immigrants; *Limited English Speaking; Profiles; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project Data Tech NY

An evaluation was done of New York City Public Schools' Project DATA-TECH, which served limited English proficient high school students interested in computer-aided drafting (CAD) and

Directions.
PUB DATE- 91
NOTE- 8p.; For a related document, see UD 028 759. Cover title varies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Guides; Art Education; Art Materials; Art Products; Art Teachers; *Childrens Art; *Cultural Awareness; Cultural Pluralism; Elementary Schools; Elementary Secondary Education; *Exhibits; International Programs; Secondary Schools; Teaching Guides
IDENTIFIERS- *Mosaics; *Portraits

This packet contains information and directions for those teachers or administrators coordinating and implementing the Gorgeous Mosaic Project at their elementary schools, middle schools, or high schools. This packet is to be used with the teacher's packet. The Gorgeous Mosaic is a project being carried out by the classroom art teachers of the world in which students individually draw portraits of the many different types of youngsters there are in their world on small cardboard tiles. The completed tiles are mounted on panels for exhibition. An opening section describes the three levels at which educators may be involved in the project: (1) through student participation; (2) by mounting an exhibition of the work produced at the area or school; and (3) in sending a sample of work from their area to be displayed as part of an international exhibit. Suggestions for how to organize and prepare for the project are offered with a description of the materials used. The next section gives detailed instructions on how to mount the individual tiles, suggestions of how to acknowledge student contribution, and guidelines for hanging and exhibiting the large panels of mounted tiles. A final note describes an upcoming "global" exhibit of panels of tiles planned for a site such as the United Nations in New York City and invites coordinators to send panels from their school to be included. The text is illustrated with four figures. (JB)

ED 347 258 UD 028 761

Obermiller, Phillip J.; Handy, Walter S.
Health Education Strategies for Urban Blacks and Appalachians.
PUB DATE- Mar 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Blacks; Case Studies; Economically Disadvantaged; Health Conditions; *Health Education; Health Needs; Health Promotion; Health Services; *Low Income Groups; *Physical Health; Public Health; Rural Areas; *Urban Population; *Whites
IDENTIFIERS- *Appalachian People; Ohio (Cincinnati); Service Utilization

A case study was done of Black, Appalachian, and non-Appalachian White populations in the greater Cincinnati (Ohio) area to examine the health status, health maintenance activities, and sources of health and wellness information for each group in order to discern patterns of behavior that would form the basis for an effective health promotion program. The study used data from the 1989 Greater Cincinnati Survey that included 175 Black, 160 Appalachian White, and 575 non-Appalachian White residents. Findings include the following: (1) Blacks showed six teachers (a young female, a young male, a middle-aged female, a middle-aged male, an old female, and an old male) for purposes of evaluation in terms of organization, classroom management, motivation, communication, sensitivity, imagination, and competence. Results suggest that students perceive middle-aged teachers and female teachers as more effective in the classroom; there was no significant main effect on students' perception due to the age of the teacher in the areas of motivation, communication, sensitivity, and competence; middle-aged pictures were rated higher than young-aged and old-aged pictures in the areas of organization and imagination; there were no significant main effects due to the gender of teachers in the areas of classroom management, motivation, communication, sensitivity, imagination, and competence; females were rated higher than males in the area of organization; and no significant interaction between the age and gender of the teacher in areas of motivation, communication, sensitivity, imagination, and competence was revealed. (LL)

ED 347 163   SP 033 966

Ashbaugh, Carl R.; Kasten, Katherine L.
The Licensure of School Administrators: Policy and Practice.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Policy Board for Educational Administration, Fairfax, VA.
PUB DATE- Jun 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; *Certification; Comparative Analysis; Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); National Surveys; *Principals; Professional Development; State Licensing Boards; *State Standards; *Superintendents
IDENTIFIERS- *Policy Issues

This study describes current, widely varied state practices in the licensure of school administrators and identifies salient policy issues with attention to recommendations for best professional practice, including those in reports issued by the National Commission on Excellence in Educational Administration and the National Policy Board for Educational Administration. The results of a biennial survey of 50 states and the District of Columbia conducted by the American Association of Colleges for Teacher Education (AACTE) State Issues Clearinghouse are reported, focusing on policy issues emerging from composite state licensure requirements. Common points of comparison were selected, with analysis based on the license most commonly in use at the school principal and superintendent levels. Results suggest the following recommendations: provision for collaboration among groups with vested interests in the quality of school administrators; development of a national examination and exploration of national certification; state licensing boards that would cooperate with a national policy board and national accrediting agencies; coordination of professional development opportunities; and establishment of advisory groups to graduate programs in educational administration. (LL)

ED 347 164   SP 033 967

Mayer, Martin
Gay, Lesbian, and Heterosexual Teachers: Acceptance of Self,

Up Student and Dropout Questionnaires, and New Student Supplement"; (9) "Appendix U: Phase 4 Enrollment Screener"; (10) "Appendix V: Second Follow-Up Student Questionnaire"; and (11) "Appendix W: Second Follow-Up Dropout Questionnaire." (SLD)

ED 347 182 TM 018 602

Gipps, Caroline
National Testing at Seven: What Can It Tell Us?
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Attainment; *Elementary School Students; Evaluation Methods; Foreign Countries; *National Competency Tests; National Programs; Political Influences; Primary Education; *Standardized Tests; Student Evaluation; *Testing Problems; Test Reliability; Test Validity; Young Children
IDENTIFIERS- National Curriculum; *Performance Based Evaluation; *United Kingdom

The use of performance based evaluation on a national scale with 7-year-olds in the United Kingdom is described, and the impact of national assessment on teaching practice and implications of this type of assessment are considered. The national assessment program in the United Kingdom started in earnest in 1991 when all 7-year-olds were assessed by their teachers and by external tests, the Standard Assessment Tasks (SATs). The SATs are authentic performance assessments in English, mathematics, and science covering the first three levels of attainment in the national curriculum system in the United Kingdom. The impact of this assessment is being studied in a 32-school sample in a range of schools around the United Kingdom. The SATs represent authentic/performance assessments, and by and large they match the active process-based tasks that children accomplish in good elementary education. These tasks give teachers direct feedback and provide pointers toward a wider view of teaching and learning. Some problems of validity, reliability, and testing length exist. Other problems arise from the complexity of the underlying curriculum structure, the inappropriateness of the model for what was a national survey, and a harsh political climate for a new assessment. However, these problems should not deter the search for quality national assessment. Eight references are provided and one figure illustrates the discussion. (SLD)

ED 347 183 TM 018 629

Grimellini-Tomasini, N.; And Others
Reasoning, Development and Deep Restructuring. Second Draft.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). The research is supported by MPI and CNR grants.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Accreditation (Institutions); *Campuses; Comparative Analysis; Educational Assessment; Elementary Secondary Education; *Evaluation Problems; Excellence in Education; Institutional Characteristics; *Institutional Evaluation; Management Information Systems; *Profiles; State Programs
IDENTIFIERS- Educational Indicators; *School Information System; *Texas; Texas Education Agency

The Texas Education Agency prepares school report cards (SRCs) as part of its academic excellence indicator system (AEIS) of local school accountability. The SRCs are used for evaluating campuses, determining accreditation status, and identifying and rewarding campuses for outstanding performance. Condensing the complex data into the few statistical indexes that a SRC contains is a formidable task. It is argued that the design and revision of the AEIS requires more energy than it has received to date. The methods the AEIS uses for grouping campuses for comparison are described. Shortcomings and recommendations for a campus-wide accountability system are enumerated. Current suggestions and opinions expressed by educational researchers about assessment and evaluation are reviewed. A summary is provided of selected demographics of the changing population of America and implications for education. A paradigm shift for assessment and evaluation is proposed. The Texas SRCs do not provide the quality or type of accountability information needed for the tough decisions facing education today. Accountability for programs, schools, and teachers must reflect the actual functions and goals in operation for the benefit of each learner. Five tables present study data. (SLD)

ED 347 201 TM 018 724

Robinson, Mary A.; Moore, Mary H.
State Proficiency Tests and Standardized Tests.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Comparative Testing; Cutting Scores; Grade 8; Holistic Evaluation; Mathematics Tests; Reading Tests; *Scores; Secondary Education; Secondary School Students; *Standardized Tests; *State Programs; Testing Problems; *Testing Programs; Test Use; Urban Schools; Writing Tests
IDENTIFIERS- *Ninth Grade Proficiency Test; *Ohio

The relationship between student scores on standardized achievement tests taken in the eighth grade and the Ohio Ninth Grade Proficiency Test (ONGPT) was studied to determine whether standardized achievement test cut-off scores can be used in place of the ONGPT. Students enrolled in the eighth grade in an urban school district in the spring of 1989 for whom achievement test scores were available and who were still

Students; Children; *Drug Abuse; Employment; Financial Support; Holistic Approach; Interviews; Law Enforcement; *Low Income Groups; Political Influences; *Social Problems; Social Services; *Urban Problems
IDENTIFIERS- California (San Francisco); District of Columbia; Ohio (Cleveland)

The drug problem among blacks in the United States is analyzed, focusing on low-income communities and the involvement of children. Interviews with more than 30 community-based black professionals in Washington (District of Columbia), Cleveland (Ohio), and San Francisco (California), whose jobs place them in daily contact with the drug problem, are the basis for the report. Subjects were identified through local professional networks as the most active and informed black citizens in the community on the topics of alcohol and illegal drug use. A central theme is that social conditions, cultural patterns, socio-political forces in black communities, and forces in society at large reinforce the drug problem and pose stubborn challenges to prevention, treatment, and law enforcement efforts. A holistic strategy is suggested to discourage drug use, strengthen alternative means of serving youth needs, and overcome obstacles to community action. Proposals include: (1) reduce cultural acceptance of drug use; (2) support street-level law enforcement approaches; (3) provide legal alternatives to jobs in the drug trade; (4) teach children to read, write, and respect themselves; (5) help families provide better parenting; (6) use funding to leverage cooperation; (7) involve the church; (8) expose and discourage political exploitation; (9) foster a positive social investment climate; and (10) adjust grant-making practices in funding agencies. Twenty-six references and a list of 36 individuals who were interviewed are included. (SLD)

ED 347 219   UD 028 566

Zhang, Shu-Ya; Carrasquillo, Angela L.
Annotated Bibliography on the Education of Chinese Students in the United States: 1970-1990.
PUB DATE- Jun 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Chinese Americans; Chinese Culture; College Students; Cultural Background; Early Childhood Education; *Educational Experience; Elementary School Students; Elementary Secondary Education; Ethnic Groups; Higher Education; *Minority Group Children; Periodicals; Preschool Education; Research Reports; *Student Characteristics
IDENTIFIERS- Language Minorities

This annotated bibliography on the education of Chinese students in the United States uses "Chinese students" to refer to people defined by a common heritage tying them to the racial, cultural, and lingual characteristics of the Far East and Chinese ancestry. The annotations, which cover 1970 through 1990, are grouped into four parts: (1) Early Childhood Education; (2) Elementary and Secondary Education; (3) College Education; and (4) General Information on Chinese students. In all, there are 80 citations and descriptive annotations of journal articles, conference reports, and other research reports. (SLD)

ED 347 220   UD 028 593

cosmetology programs. The program served 190 students at Sara J. Hale High School in Brooklyn, of whom 89.5 percent were eligible for the Free Lunch Program and most spoke Spanish or Haitian Creole. Participating students majored in either CAD or cosmetology while receiving instruction in English as a Second Language, native language arts, and bilingual content area subjects. The project provided non-instructional services in the areas of guidance, family assistance, extracurricular activities, and job placement. It featured an Executive Internship Program as well as activities for staff development and parental involvement. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project DATA-TECH was fully implemented; and it gave students the opportunity to progress academically, develop marketable skills, and achieve optimum proficiency in English and native languages. One appendix summarizes the data collection and analysis procedures. (JB)

ED 347 239 UD 028 739

Dropout Reduction through Employment Achievement and Motivation (Project DREAM). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; *Compensatory Education; Disadvantaged Youth; *Dropout Prevention; Economically Disadvantaged; English (Second Language); High Schools; *High School Students; Hispanic Americans; Immigrants; Limited English Speaking; Profiles; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project DREAM NY

An evaluation was done of New York City Public Schools' Dropout Reduction through Employment, Achievement, and Motivation Program (Project DREAM), which served poor Spanish-speaking immigrant high school students. The program operated at South Bronx High School serving 444 mostly immigrant students of limited English proficiency. The program offered English as a Second Language (ESL), native language arts (NLA), and bilingual instruction in content areas. A program strength was small class size. Two guidance counselors, a case manager, and a community-based organization provided services to participants. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project DREAM was fully implemented; and it met its objective for NLA, career education, attendance, staff development, and parental involvement. It met one of two ESL objectives and two of three content area objectives. In addition, parental involvement was found to be low and in need of strengthening. Two appendices summarize the data collection and analysis methods and list instructional materials. (JB)

ED 347 240 UD 028 740

Chinese Opportunities in Career Education (Project CHOICE). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 15p.
LANGUAGE- English

more concern about their health than did the two White groups; (2) Blacks were more likely and Appalachians were the least likely to use emergency care services; (3) all groups had about the same number of physical check-ups; (4) non-Appalachian Whites had the lowest and Blacks had the highest number of doctor visits; (5) the two White groups were hospitalized at a significantly lower rate than the Blacks; (6) more Appalachian Whites were out of both the labor force and the school population; (7) sources of health care information included doctors, nurses, relatives, the media, and friends; and (8) for wellness information, Appalachian Whites and Blacks looked to health professionals and the media, while non-Appalachian Whites used the media. A concluding section offers a discussion and recommendations. Twelve tables present the data. (JB)

ED 347 259   UD 028 763

Daughtry, Leslie M.
The Development of a Freshman Orientation Course for African-American Students with a Focus on Afrocentricity.
PUB DATE- Jun 92
NOTE- 48p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Black Culture; Black History; *Black Students; Black Studies; *College Freshmen; *Course Content; Course Objectives; Cultural Awareness; Cultural Education; *Curriculum Development; Higher Education; School Holding Power; *School Orientation
IDENTIFIERS- *African Americans; *Afrocentrism; Beaver College PA

To address the needs of African American students at Beaver College in Glenside (Pennsylvania), a one-credit freshman orientation course on Afrocentricity was developed. The course was intended to increase the comfort level between the institution and its culturally diverse students and add additional support for increased retention of African American students. The course was developed in three stages. The first stage was an informal survey of six neighboring colleges to determine what courses they offered in the subject area. Suggestions from three schools were considered; and recommendations on scope, sequence, and materials were sought from M. Asante, an expert in Afrocentricity. The second phase included the development of the course using the "Principles of Instructional Design" of R. M. Gagne and L. J. Briggs. Objectives were determined for a 10-week course. The third phase involved review and validation by four content area experts. The course was included on the spring 1992 academic calendar. An appendix contains the syllabus, and there is a 16-item list of references. (SLD)

ED 347 260   UD 028 764

Wheelan, Belle S.
Making Public Education Work for Black Males.
PUB DATE- 91
NOTE- 28p.; Paper prepared for the National Conference on Preventing and Treating Alcohol and Other Drug Abuse, HIV Infection, and AIDS in the Black Community (2nd).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Acceptance of Others, Affectional and Lifestyle Orientation.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Demography; Elementary Secondary Education; *Homosexuality; *Self Esteem; Sex Role; *Sexual Identity; *Teacher Characteristics; Teacher Effectiveness; *Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- Berger Self Acceptance Scale

This study was conducted to examine the employment of gay teachers. Two aspects of personality that are important characteristics for teacher effectiveness, acceptance of self and acceptance of others, are compared; and differences in identity formation and identity management in relation to these characteristics are explored. Two questionnaires (one demographic and the other "Berger's Acceptance of Self and Others") were administered to gay subjects (N=75) and heterosexual subjects (N=66). Results indicate: (1) demographic differences exist between gay and heterosexual subsamples; (2) gay respondents were younger, attained higher academic degrees, were more likely to teach humanities, arts, and athletics, and to be employed in public rather than in private or religious schools; and (3) there were no differences between gay and heterosexual respondents on the personality characteristics of acceptance of self and acceptance of others. The data suggest that prejudice against gays and lesbians is unwarranted if a critical teacher characteristic is acceptance of self and others. These findings may serve to encourage admission of gay teachers to educational training and may encourage teachers to be more open about their affectional orientation. (LL)

ED 347 165 SP 033 976

Richards, Janet C.; Gipe, Joan P.
Whole Language Teaching and Mandated District Objectives Are Compatible.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (Orlando, FL, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict of Interest; *Curriculum Guides; *Educational Objectives; Elementary School Teachers; Grade 1; Integrated Curriculum; Knowledge Level; Learning Activities; Learning Strategies; Primary Education; *Professional Autonomy; *School Districts; Skill Development; *Whole Language Approach
IDENTIFIERS- Collaborative Learning; Vignettes

Many teachers with a whole language philosophical orientation question how to cover mandated district objectives using whole language instruction. One problem is that curriculum objectives are usually presented in discrete, isolated fragments. Second, teachers are also expected to document what skills they have covered. Third, specific guidelines which demonstrate how teachers can structure whole language classroom activities are lacking. This paper presents a vignette which provides answers to teachers who wish to initiate whole language instruction and also cover district objectives. The teacher in the vignette follows curriculum guidelines and: (1) allows her students' interests and instructional needs to determine what is directly taught and reviewed; (2) incorporates reading/language arts

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Child Development; Children; *Cognitive Development; Educational Research; *Elementary School Students; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Metacognition; Research Design; Research Needs; *Science Education; *Secondary School Students; Teacher Education; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- *Conceptual Change

Issues critical for research on conceptual change in students are reviewed, drawing on a body of research with children and adolescents aged 5 to 16 years. Issues are examined in light of science education. It is proposed that science education should aim at fostering in students the development of ways of looking at phenomena that are as close as possible to those identified by scientific disciplinary knowledge, and that the process by which this happens can be described in terms of the restructuring and structuring of students' conceptual networks. The role of metalearning requires further study, since it is apparent that conceptual change requires that the student reflect on his or her own learning. The process of metalearning can be stimulated by discussion with peers and the teacher, but it also requires the individual's independent action. Metalearning activities should be started at the elementary school level. Another research issue is the evaluation of conceptual change. Not all methods are suitable for evaluating conceptual change. Accurate monitoring of change will require a wide range of different types of data. Implications of these findings about conceptual change for classroom practice, learning environments, testing strategies, the design of learning paths, and teacher education are considered. There is a 23-item list of references. (SLD)

ED 347 184 TM 018 634

Backer, Patricia Ryaby; Orasanu, Judith M.
Stress and Performance Training: A Review of the Literature with Respect to Military Applications.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adults; *Coping; Evaluation Methods; Job Performance; *Job Skills; *Job Training; Literature Reviews; *Military Personnel; Occupational Tests; *Stress Management; Stress Variables
IDENTIFIERS- Cockpit Resource Management

A previous review of the effects of stressors on military performance shows that different stressors have different effects, the effects of stress vary with the type of skill being measured, the presence of certain stressors leads to decrements in performance, and incident-related stress accompanying these stressors can further impair performance. In addition, significant variations exist in the effects of stress on different individuals. This paper summarizes some of the effects by stressor. Physical, environmental, psychological, and social factors of stressors are discussed. Three approaches to training people to perform under stressful conditions are described. The first approach involves focusing on the stress enrolled in the district in January of 1992 (N=1,058 students) were divided into groups by subject based on their eighth-grade reading, language, and mathematics achievement test scores. The number who passed, failed, or did not take the ONGPT was recorded for each stanine group and for each time students retook subtests they had failed. Mathematics achievement test scores were associated with mathematics ONGPT scores; and the citizenship ONGPT (perhaps more of a logic and reading test) was highly correlated with the reading, language, and mathematics achievement tests. There was low correlation between the writing ONGPT and the reading and language achievement tests. Other concerns within the ONGPT were the relatively greater difficulty of the mathematics ONGPT than the reading ONGPT, and the problems with holistic scoring of the writing ONGPT. Relationships between the standardized achievement tests and the ONGPTs were not strong enough to substitute the standardized tests for the ONGPTs, but standardized test scores can help identify students who need additional preparation for the ONGPT. Ten tables present study data and correlations. (SLD)

ED 347 202 TM 018 733

Presseisen, Barbara Z.; Kozulin, Alex
Mediated Learning--The Contributions of Vygotsky and Feuerstein in Theory and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cognitive Processes; Educational Research; Elementary Secondary Education; Foreign Countries; Immigrants; *Learning Theories; *Mediation Theory; Minority Group Children; Minority Group Teachers; Researchers; *Sociology; Special Education; *Teacher Role; *Theory Practice Relationship; Young Adults
IDENTIFIERS- Feuerstein (Reuven); Israel; *Mediated Learning Experience; Vygotsky (Lev S)

The concept of mediated learning is examined, focusing on the work of L. Vygotsky (1896-1934) and R. Feuerstein (born 1921). Mediated learning is the subtle social interaction between teacher and learner in the enrichment of the student's learning experience. Both theorists take a strong sociological approach to the development of intelligence and cognition; their socio-cultural psychology seeks to place human beings in a larger biological context. Mediation for learning is an important key to survival and success. Feuerstein makes an important distinction between functions (a Vygotskian concept) that serve as prerequisites of cognition, and cognitive operations, which correspond more or less to the Piagetian notion of intellectual operations. Empirical studies were conducted to apply each theorist's view. The Vygotskian study examined the discovery of contradictions in pictured situations for 19 young adult Russian immigrants to Israel who were special education teachers. The Feuerstein-based study was conducted between January and June of 1991 and examined thinking among 151 American minority middle grade (grades 5 through 7) students,

Okamura, Jonathan Y.
Ethnicity and Stratification in Hawaii. Operation Manong Resource Papers No. 1.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affirmative Action; Blacks; Chinese Americans; *College Students; Compensatory Education; *Educationally Disadvantaged; *Ethnic Groups; *Ethnicity; Hawaiians; Higher Education; Japanese Americans; Korean Americans; Samoan Americans; Social Status; *Social Stratification; Whites
IDENTIFIERS- Filipinos; *Hawaii; *University of Hawaii Manoa

Operation Manong (OM) is a program of the University of Hawaii at Manoa that assists students who are considered to be underrepresented at the university to gain entrance and to graduate from the Manoa campus. Papers in this series are training materials for OM and are also a link between the university and the larger community. The analysis of the social stratification system of Hawaii begun in a previous paper is extended using data provided by the 1980 Census. Three objective indices of socioeconomic status (occupational distribution, educational achievement, and income) are used to determine the relative social statuses of ethnic groups in Hawaii. The ethnic groups can be ranked in an overall socioeconomic stratification order. Chinese Americans occupy the upper levels, with Whites also enjoying high social status. Japanese Americans and Korean Americans hold an intermediate position, as do Blacks. At the lower end of the social stratification scale are Filipinos, Native Hawaiians, and Samoan Americans. Given the rigidity of this stratification, subordinate ethnic groups have viewed political processes as a more likely means of mobility than economic opportunities. Social status advancement through access to political power is a lengthy and arduous process, which is made more difficult by the lack of economic resources. The resistance to change in Hawaii is detrimental to more than one-third of the population. Three tables present population data, and there is an eight-item list of references. (SLD)

ED 347 221   UD 028 597

Fradd, Sandra H., Ed.; Weismantel, M. Jeanne, Ed.
Meeting the Needs of Culturally and Linguistically Different Students: A Handbook for Educators.
PUB DATE- 89
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Differences; *Curriculum Development; Databases; Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Family Involvement; Futures (of Society); Instructional Effectiveness; Language Patterns; *Limited English Speaking; *Minority Group Children; *Special Needs Students; Test Use
IDENTIFIERS- Language Minorities; Monitoring

This book provides specific recommendations to assist practitioners in the development and implementation of plans to

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Education; *Chinese Americans; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; English (Second Language); High Schools; *High School Students; *Immigrants; Limited English Speaking; Parent Participation; Profiles; Program Evaluation; Urban Schools; *Vocational Education
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project CHOICE NY

An evaluation was done of New York City Public Schools' Chinese Opportunities in Career Education Program (Project CHOICE), which served economically disadvantaged Chinese American high school students of limited English proficiency. The project operated at two Manhattan high schools and served 523 students, of whom 94.6 percent were eligible for the Free Lunch Program. The Project was a comprehensive Chinese bilingual program, which incorporated business and vocational education with academic components. Participants took a full range of bilingual career education courses; bilingual contents area classes in mathematics, science, and social studies; English as a Second Language (ESL); and native language arts. Resource specialists developed Chinese bilingual materials, provided classroom teachers with information on bilingual and ESL teaching methodologies, gave demonstration lessons, held workshops, and served as tutors. The family worker helped the guidance counselor and contacted parents. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project CHOICE was fully implemented, and it met all objectives. Program strengths included its effectiveness as liaison among school staff, students, and parents as well as excellent curriculum design for promoting students' academic achievement. One appendix summarizes the data collection and analysis procedures. (JB)

ED 347 241 UD 028 741

Bilingual Resource Instruction for the Development of Gainful Employment Skills (Project BRIDGES). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Education; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; English (Second Language); Haitians; High Schools; *High School Students; Immigrants; Limited English Speaking; Profiles; Program Evaluation; Spanish Speaking; Urban Schools; Vocational Education
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project BRIDGES NY

An evaluation was done of New York City Public Schools' Bilingual Resource Instruction for the Development of Gainful Employment Skills Program (Project BRIDGES), which served poor immigrant high school students. The program operated at three Brooklyn high schools (Sheepshead Bay High School, Franklin D. Roosevelt High School, and South Shore High School). It served 405 limited English proficiency students with instruction in English as a Second Language (ESL), native language arts (NLA), content area subjects, and vocational skills. The program served students from many cultures, who spoke a variety of

(150)
DESCRIPTORS- Access to Education; Black Culture; *Black Students; Cultural Awareness; Cultural Education; *Curriculum Development; *Disadvantaged Youth; Educational Improvement; Elementary Secondary Education; *Males; Needs Assessment; Parent Participation; *Public Education; Single Sex Schools; *Special Needs Students; Teacher Attitudes
IDENTIFIERS- Afrocentrism

National data show that, while more money is being spent on education and legislation has been written to guarantee equal access to the educational process, the nation is still losing black males to crime and joblessness. Teachers must have high expectations for young black males, and they must avoid the labeling and stereotyping that make these young men think they have no place in the academic world. The traditional models of education in the United States seem to be very inefficient with black male children. Afrocentric curricula designed to broaden traditional curricula may be more effective. An Afrocentric curriculum can be developed so as to legitimize and explore African American culture while teaching about European and other cultures. Several alternative approaches have been suggested to make schools more effective for young African American males. Among them is the idea of single sex elementary schools for boys. The first Virginia African American Summit of civic, religious, professional, and political leaders put together a five-point plan to focus on the needs of African American children. A further effort is the planned First Annual Black Male Development Conference. Such initiatives help empower the black parent to take responsibility for shaping the educational system. There is a 56-item list of references. (SLD)

ED 347 261 UD 028 765

Shaughnessy, Michael F.
Mentoring Disadvantaged Gifted Children and Youth.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academically Gifted; *College Students; *Disadvantaged Youth; *Educationally Disadvantaged; *Elementary School Students; Elementary Secondary Education; Higher Education; Interpersonal Relationship; *Mentors; Minority Group Children; Modeling (Psychology); *Secondary School Students; Social Problems; Special Needs Students; Student Problems; Teacher Student Relationship

In spite of increasing amounts of attention given to mentoring in recent years, it appears that the disadvantaged child is not being mentored, and that his or her educational needs are not being addressed. Some possible reasons why so little mentoring of minority students occurs, or reasons why so little is heard about what does occur, are suggested. These reasons relate primarily to higher education, and include: (1) students who were mentored are unable financially to complete their educations; (2) family expectations may interfere with education; (3) mentored students may become lost in an educational bureaucratic shuffle; (4) life events may derail a student; (5) elementary and secondary education may not have adequately prepared a student; (6) potential mentors may not have wanted to invest the time; (7) mentored students may not have learned necessary skills for achieving success; (8) student involvement in drugs and alcohol may terminate growth lessons with multiple disciplines when appropriate; (3) integrates and interrelates reading and writing instruction; (4) promotes student/teacher collaboration and student discussion and decision making; (5) makes learning meaningful, personal and functional; and (6) helps students to participate actively in their own learning. (Author)

ED 347 166 TM 016 286

Public School Choice in New York State: A Report.
PUB DATE- Oct 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board of Education Policy; *Educational Policy; Elementary Secondary Education; *Public Schools; Rural Schools; *School Choice; School Districts; School Surveys; Suburban Schools; Urban Schools
IDENTIFIERS- *New York

Student and family choice among public schools in a district and between districts was studied via a survey of 404 public school districts in New York State. Responding districts represented 56% of all operating districts in the state. District enrollments ranged from 51 to 44,250 students. Of the 404 districts, 192 had multiple buildings with similar grade levels, and thus, could offer a choice to at least some of their students. A little over one-fifth of these 192 districts did offer some form of choice among schools. In New York, choice was typically found for urban elementary schools under a district plan or policy implemented in the last decade. Only 15% of suburban and rural schools offered choice among district schools. Choice was offered by all respondents from the major urban areas of: (1) Buffalo; (2) New York City; (3) Rochester; (4) Syracuse; and (5) Yonkers. Choice was implemented for several reasons, including: child care needs of families; equality of opportunity; and racial balance and desegregation. Choice between districts was allowed for 82% of the 383 districts responding to this portion of the survey, but overall, the number of students attending school outside their districts was small. Existing choices in public education in the state appeared to be largely a result of district flexibility in meeting community needs. Six graphs, the 25-item public school district survey, and a 29-item list of references are included. (SLD)

ED 347 167 TM 016 961

Dart, Barry C.; And Others
Characteristics of Interactors in Different Types of Curricula Settings: A Learning Experience in the Use and Misuse of Regression Analysis.
PUB DATE- 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Armidale, Queensland, Australia, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cognitive Style; Foreign Countries; *Individual Characteristics; *Interpersonal Relationship; Junior High Schools; Personality Traits;

itself and assumes that if individuals can be taught to manage the stress, their performance will improve. The second approach assumes that stress is the inevitable result of exposure to stressors and that the focus should be on skill training. If individuals can achieve automaticity on certain tasks, stress will impair performance less. The third approach is the Cockpit Resource Management approach in which participants are taught effective interpersonal skills to deal with any potential stressor. Results show that these approaches can improve the performance of individuals and crews. However, most of the evaluative measures did not assess task performance, rather they assessed affective or physiological indicators of individual stress. There is a 167-item list of references. (SLD)

ED 347 185 TM 018 638

Wigdor, Alexandra K., Ed.; Green, Bert F., Jr., Ed.
Performance Assessment for the Workplace. Volume I.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
PUB DATE- 91
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aptitude Tests; Armed Forces; Cost Effectiveness; Educational Assessment; Federal Programs; *Job Performance; Job Skills; *Military Personnel; Military Training; *Occupational Tests; *Personnel Evaluation; Personnel Selection; Standards; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Joint Serv Job Perform Meas Enlistment Stand Proj; *Performance Based Evaluation; Standard Setting

This is the sixth and final report of the National Research Council's Committee on the Performance of Military Personnel on the Joint-Service Job Performance Measurement/Enlistment Standards (JPM) Project, a project designed to develop measures of performance for entry-level military jobs so that enlistment standards could be linked to performance on the job. Technical discussions are placed in a policy context, with initial chapters providing a historical introduction and describing the forces influencing military personnel selection. Succeeding chapters review improving job performance criteria for selection tests, developing job performance measures, and conducting personnel testing. Other chapters discuss evaluating job performance measures for reliability, content representativeness, and criterion-related validity. A final chapter discusses management of human resources. The JPM Project has demonstrated that reasonably high quality measures of job performance can be developed, and that relationships between these measures and the Armed Services Vocational Aptitude Battery (ASVAB) are strong enough to justify the ASVAB's use in setting enlistment standards. A coda discusses the JPM Project and accession policy. There is a 168-item list of references and prior committee reports. Appendix A contains a 231-item military service bibliography, and Appendix B contains biographical sketches of 15 contributors. (SLD)

ED 347 186 TM 018 644

Kaplan, Bruce A.; Johnson, Eugene G.
Reliability of Professionally Scored Data: NAEP-Related Issues.
PUB DATE- Apr 92

29 of whom were in special education. In both studies, the use of tools of instruction, embedded in scaffolding or apprenticeship models of learning, highlighted tasks of internalization of ability through mediation. Recognizing the importance of mediated learning could cause the teacher's role to move from provider of knowledge to learning facilitator, as the student becomes self-regulated, independent, and creative. There is a 57-item list of references. (SLD)

ED 347 203 TM 018 734

Johnson, Frank
Public Elementary and Secondary State Aggregate Data, for School Year 1990-91 and Fiscal Year 1990. E.D. TABS.
PUB DATE- May 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Enrollment; High School Graduates; *Institutional Characteristics; *National Surveys; Public Schools; *School Statistics; *Student Characteristics; Tables (Data); *Teacher Characteristics
IDENTIFIERS- Aggregation (Data); *Common Core of Data Program

This report presents information on public elementary schools and secondary schools for the 1990-91 school year and the 1990 fiscal year, with an appendix containing final revised data for the 1989-90 school year and the 1989 fiscal year. Statistics are based on data collected through two of the four surveys of the Common Core of Data (CCD) conducted annually by the National Center for Education Statistics, the State Nonfiscal Survey of Public Elementary and Secondary Education and the National Public Education Financial Survey. There were 41.2 million students enrolled in public schools in 1990, an increase of 1.7% over the previous year's total. The number of regular high school graduates for 1989-90 was 2.3 million. Although this represented an absolute decline compared to the preceding year, the proportion of 12th graders who graduated actually increased by 1%. Of the 4.5 million school staff, 2.8 million (62.3%) were teachers or aides, and 201,000 (4.4%) were administrators. The national student-to-teacher ratio for 1990-91 remained the same as in 1989-90, with an average of 17.2 students per teacher. Total reported revenues for public elementary and secondary education were $207.6 billion for fiscal year 1990 compared to $192.0 billion for fiscal year 1989. Current expenditures in fiscal year 1990 were $187.4 billion, averaging $4,960 per pupil in average daily attendance. Fourteen tables present survey data. Appendix A contains an additional 14 tables, and Appendix B contains the 2 survey forms. (SLD)

ED 347 204 TM 018 735

Becnel, Shirley
Evaluation in the Classroom.
PUB DATE- Sep 91
NOTE- 39p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 27-28, 1991). A few pages of dot matrix print may not reproduce well.
LANGUAGE- English

meet the needs of all students, particularly those who differ culturally and linguistically from the mainstream. Practical suggestions are offered for program organization. The following chapters are provided: (1) "Understanding the Need for Change" (M. J. Weismantel and S. H. Fradd); (2) "Organizing and Monitoring Data Bases" (J. P. Braden); (3) "Developing and Evaluating Goals" (S. H. Fradd and M. J. Weismantel); (4) "Implementing Change and Monitoring Progress" (S. H. Fradd, A. Barona, and M. Santos de Barona); (5) "Instructional Collaboration: Creating the Learning Environment" (P. J. Hudson); (6) "Involving Culturally Diverse Families in the Educational Process" (V. I. Correa); and (7) "Evaluating Accomplishments and Planning for the Future" (M. J. Weissmantel and S. H. Fradd). An appendix presents another paper, "Tests Frequently Used in the Assessment of Culturally and Linguistically Different Students" (A. Barona, M. Santos de Barona, and S. H. Fradd). There is a 199-item list of references. (SLD)

ED 347 222 UD 028 644

Clewell, Beatriz Chu; Anderson, Bernice
Women of Color in Mathematics, Science & Engineering: A Review of the Literature.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Selection (Students); Elementary School Students; Elementary Secondary Education; *Engineering; Equal Education; Equal Opportunities (Jobs); *Females; Junior High School Students; *Mathematics; Middle Schools; Minority Group Children; Preadolescents; *Racial Discrimination; *Sciences; *Sex Discrimination; Womens Studies

This review of the literature on women of color in mathematics, science, and engineering helps define the need for a national agenda for equity in these fields sponsored by the Educational Equity Policy Studies Program of the Center for Women Policy Studies, and for a comprehensive research program that examines barriers to the participation of women and girls of color in mathematics, science, and engineering. The review is limited to research on middle school or preadolescent years (grades 4 through 8). Only studies that examine barriers to participation in mathematics and science are included. Studies, published between 1959 and 1990, are organized around four major barriers: (1) attitudes and perceptions; (2) achievement and performance; (3) course enrollment and participation; and (4) career interests and aspirations. Individual factors, school-related factors, and home and societal factors of these barriers are highlighted. The review illustrates that studies of women tend to overlook women of color, and studies of students of color deemphasize gender differences. A list of 354 references notes the studies reviewed. (SLD)

ED 347 223 UD 028 657

Gold, Stephen J.
Soviet Jews in the United States. New Faces of Liberty Series.
PUB DATE- 90
NOTE- 20p.; For related documents, see UD 028 658-662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

native languages including Spanish, Haitian Creole, Russian, Hebrew, and Arabic. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. In its final year of implementation, Project BRIDGES was fully implemented; provided at-risk students with essential supportive services and individualized instruction; and met its objectives for ESL, NLA, vocational courses, career development, attendance, and graduation requirements. Two appendices summarize the data collection and analysis methods and list instructional materials. (JB)

ED 347 242 UD 028 742

Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE). 1990-91 Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Awareness; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; English (Second Language); High Schools; *High School Students; *Immigrants; Limited English Speaking; Native Language Instruction; Profiles; Program Evaluation; Secondary Education; *Spanish Speaking; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project CARE NY

An evaluation was done of New York City Public Schools' Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE), which served poor immigrant students. The program operated at 2 high schools (1 in Brooklyn and 1 in Queens) and included 491 students who were eligible for the Free Lunch Program. The Project provided students with English as a Second Language (ESL); native language arts (NLA); bilingual instruction in content areas and pre-occupational subjects; and art, music, and physical education using ESL techniques. The Project aimed to provide academically deficient students of limited English proficiency with the intensive instructional and support services necessary to insure optimum academic and career achievement. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project CARE was fully implemented; and it met its objectives for awareness of U.S. culture, career conference, guidance counseling, attitudes toward school, curriculum development, and parental involvement. It partially met its objective for dropout rate. The project did not meet its objectives for ESL, NLA, content areas subjects, attendance, and attitude toward heritage. One appendix summarizes the data collection and analysis procedures. (JB)

ED 347 243 UD 028 743

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL, Total Site Training for 42 Phase I Schools (September 13, 1990 to June 6, 1991). First Quarter, Year 4 Progress Report (Period Ending November 30, 1991).
PUB DATE- Mar 92
NOTE- 69p.
LANGUAGE- English

and development; (9) a mentor may not have been an adequate role model; (10) some mentors may not relate well to the culturally different and disadvantaged; (11) some students do not fit the mentor's mold; (12) support systems may be lacking in colleges; (13) some mentors simply do not have enough time; and (14) the college or university may have other priorities for those who would be good mentors. There is a 10-item list of references. (SLD)

ED 347 262 UD 028 766

Lin, Jing
Issues of Inequality in Chinese Education.
PUB DATE- Apr 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Developing Nations; Educational Discrimination; Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Equal Facilities; Foreign Countries; Higher Education; *Rural Schools; Rural Urban Differences; Selective Admission; Socialism; *Urban Schools; *Working Class
IDENTIFIERS- *China; *Peasants

Rural and urban education systems in China are compared in terms of funding, educational resources, living and learning environments, teacher quality, and students' chances of social mobility. Fundamental inequality exists between urban and rural schools. Differential treatment of two types of schools, "keypoint" and "ordinary," has resulted in unequal access and treatment for rural children. Keypoint schools are designated by the government and are given many privileges that other schools are not with respect to student and teacher selection and financial support. Graduates receive preferential treatment in higher education. This inequality does not result solely from geographical differences and imbalance in social and economic development, but is more the result of the fundamental structure of the Socialist institution, which supports the notion that the working class is the leading force in China, while the peasant class serves as subsidiary allies who merit inferior treatment. These inequalities cannot be corrected unless national educational goals change. There is a 17-item list of references. (SLD)

ED 347 263 UD 028 767

Straight Talk about Risks: A Pre-K-12 Curriculum for Preventing Gun Violence. Grades Pre-K-5.
PUB DATE- 92
NOTE- 85p.; For the grades 6-12 curriculum, see UD 028 768.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *At Risk Persons; Bibliographies; Crime; Curriculum Guides; Educational Environment; Elementary Education; Elementary Schools; Homicide; Injuries; Intermediate Grades; *Parent Participation; Pilot Projects; Preschool Education; *Safety Education; *Violence
IDENTIFIERS- *Gun Control; *Risk Reduction

Straight Talk about Risks (STAR) is a pre-kindergarten through

*Regression (Statistics); Science Education; *Science Teachers; Scores; *Secondary School Students; Secondary School Teachers; Statistical Significance; Student Motivation
IDENTIFIERS- Australia (Brisbane)

Personal and environmental variables that characterize students who are involved in different types of interactions in different types of classroom settings were studied. Organizational, behavioral, task, response, and initiation interactions were studied in four eighth-year science classrooms using both student-centered and teacher-directed curricula. Three teachers and 108 students in a large metropolitan secondary school in Brisbane (Australia) participated in the study. The study was conceptualized within the Lewinian B=f(P,E) framework (K. Lewin; 1936, 1951), and involves multivariate analysis of selected "P" variables: student personality, motivational, and cognitive characteristics, and "E" variables: curriculum materials and characteristics of the learning environment. Attempts to interpret the significant regression coefficients by referring to the original raw data indicate that the significance is an artifact of the regression model trying to accommodate extreme scores. Whenever data from complex environments are to be analyzed, the techniques applied must not attempt to fit the data into an artificical model. Alternative modeling procedure may be more appropriate. Thirteen tables and 8 figures present study data, and there is a list of 24 references. (SLD)

ED 347 168 TM 018 495

Bright, Elizabeth L.
Teachers' Views of Ethical Standardized Test Use.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Elementary Education; *Elementary School Teachers; *Ethics; Factor Analysis; *Likert Scales; Scores; *Standardized Tests; Student Evaluation; Surveys; *Teacher Attitudes; *Test Construction; Test Use
IDENTIFIERS- Curriculum Alignment; Teaching to the Test

In recent years, standardized test scores have assumed an increasingly important role in educational assessment. As the stakes involved in testing become higher, educators are forced to make decisions regarding the ethics involved in standardized test preparation and administration. The ethical continuum of test preparation practices as formulated by W. A. Mehrens and J. Kaminski (1989) is discussed. This continuum is instrumentalized in the form of scenarios pertaining to various standardized testing practices. A preliminary administration of a survey, developed to present these 27 scenarios was conducted with 102 elementary school teachers in the spring of 1991. Respondents had to rate the depicted behaviors on a four-point Likert scale ranging from very unethical to very ethical. The results indicate that the respondents do not view curriculum alignment activities on the same ethical behavior dimension as other practices that affect test scores. One table and 13 references are included. (Author/SLD)

ED 347 169 TM 018 523

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Estimation (Mathematics); Evaluators; *Interrater Reliability; Mathematical Models; Measurement Techniques; Multiple Choice Tests; *National Surveys; Scores; *Scoring; *Standardized Tests; Test Construction; Testing Problems; *Test Reliability; Writing Tests
IDENTIFIERS- Intraclass Correlation; Kappa Coefficient; *National Assessment of Educational Progress; Subjective Evaluation

Across the field of educational assessment the case has been made for alternatives to the multiple-choice item type. Most of the alternative types of items require a subjective evaluation by a rater. The reliability of this subjective rating is a key component of these types of alternative items. In this paper, measures of reliability are examined, including measures of the reliability between raters within a year, the reliability of groups of raters between years, and other parameters. Measures examined are: (1) percent exact agreement; (2) Cohen's kappa statistic; (3) intraclass correlation coefficient; and (4) minimum variance unbiased estimator of intraclass correlation. These issues have been important in the National Assessment of Educational Progress (NAEP), and are addressed in this paper through the use of NAEP writing data from 1984 through 1990. Eight data tables and 16 references are included. (Author/SLD)

ED 347 187 TM 018 658

Keller, Joyce A.; Schallert, Diane L.
Complex Knowledge Mastery: Some Propositions.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; Curriculum Development; *Epistemology; Higher Education; Inferences; *Knowledge Level; *Learning Processes; Prior Learning; Theory Practice Relationship; *Transfer of Training; *Undergraduate Students
IDENTIFIERS- *Complex Concepts; Far Transfer

The proposition that the mastery of complex tasks embodies several components was studied for 236 students in an undergraduate introductory financial accounting course. A new curriculum was developed for the course that included in-depth exposure to the actual financial statements of a company and the understanding of the structural relationships among the accounts. Examinations administered during the semester determined students' basic knowledge as well as inferential understanding of structural relationships among accounts. On the final examination, students encountered questions about real-world companies that were considered far transfer complex task questions. Results indicate that basic factual knowledge is not enough to cause transfer, and that far transfer can occur even when factual knowledge has not been fully acquired. The failure of even the top students to achieve overall mastery suggests the need for skills to become automated before full transfer can occur. Structural transfer appears content dependent. An understanding of structural relationships facilitates the far transfer that complex knowledge implies.

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Classroom Techniques; *Compensatory Education; Computer Software Evaluation; *Computer Uses in Education; Disabilities; *Educational Technology; Elementary School Students; Federal Programs; Intermediate Grades; Middle Schools; *Program Descriptions; Program Evaluation; Secondary Education; Secondary School Students; Special Education; Vocabulary Development; Writing Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Videomicroscopy

Six classroom research-based instructional projects funded under Chapter 2 are described, and their outcomes are summarized. The projects each used computer hardware and software in the classroom setting. The projects and their salient points include: (1) the Science Technology Project, in which 48 teachers and 2,847 students in 18 schools used and evaluated 50 pieces of educational software, demonstrating its usefulness with middle school, junior high school, and high school students; (2) the Computer-Assisted Writing Strategies Project, in which 9 middle school special education disabled students used 6 pieces of software to improve error detection and correction in writing; (3) the Creative Writing by Computers project, in which 25 elementary school special education students, including the physically disabled, used 3 pieces of software to improve their writing skills; (4) Videomicroscopy, a project in which 49 10th-grade biology students used videomicroscopy to increase content knowledge and improve microscope skills; (5) Using Support Programs To Increase Functional Sight Vocabulary, a program to increase the sight vocabulary of 14 fifth graders in a remedial class through 6 pieces of software; and (6) Computer-Assisted Algebraic Instruction, in which 46 eighth graders used 4 pieces of software to graph algebraic equations. Program evaluations show the utility of computer software in the classroom and its potential for improving instruction. Thirty-one references are included. (SLD)

ED 347 205 TM 018 736

Faupel, Elizabeth; And Others
1988-89 Teacher Followup Survey: Data File User's Manual.
PUB DATE- May 92
NOTE- 217p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Careers; Elementary School Teachers; Elementary Secondary Education; Followup Studies; Job Satisfaction; *National Surveys; Private Schools; Public School Teachers; *Research Methodology; *Response Rates (Questionnaires); Sampling; Secondary School Teachers; *Teacher Persistence; Teaching (Occupation)
IDENTIFIERS- *Data Files; Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES); User Guides; Weighting (Statistical)

The National Center for Education Statistics (NCES) sponsored the 1988-89 Teacher Followup Survey (TFS), conducted by the U.S. Bureau of the Census, to update data on teacher career patterns

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Children; Educational Experience; Elementary School Students; Elementary Secondary Education; *Immigrants; *Jews; *Refugees; Relocation; Secondary School Students; Social Problems; Sociocultural Patterns; Student Attitudes; *Teacher Role; *Urban Areas
IDENTIFIERS- Language Minorities; *Russian Jews; United States; USSR

The situation of Jews who have immigrated to the United States from the former Soviet Union is reviewed, and information is presented to help teachers of immigrant children. The onset of "glasnost" has made Soviets the largest refugee population to enter the United States in recent years. Thousands more are expected in the near future. Most Jews from the former Soviet Union are not religious, but have left to escape personal and institutional anti-Semitism. In general, Soviet Jews are skilled, educated, and possess urban experience; their children are generally well ahead of Americans of the same age in science and mathematics. Because Soviet Jews are resettled by American Jewish agencies, they are usually distributed in large cities with sizable Jewish populations. Problems that these families face include the following: (1) excessive dependence of youth; (2) reversal of breadwinner roles, with women and children employed more easily than men; (3) loss of status; (4) dependent elderly individuals; (5) generational variation in religious experience; (6) limited choice of co-ethnic marriage partners; and (7) Soviet-style attitudes toward authority. Some suggestions are given for teachers dealing with Soviet Jewish immigrant children and their families. There is a 48-item list of references. (SLD)

ED 347 224   UD 028 658

Wollenberg, Charles
The New Immigrants and California's Multiethnic Heritage. New Faces of Liberty Series.
PUB DATE- 89
NOTE- 11p.; For related documents, see UD 028 657-662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Asian Americans; Cultural Background; Cultural Differences; *Cultural Pluralism; *Ethnic Groups; Futures (of Society); *Hispanic Americans; *Immigrants; Multicultural Education; Population Trends; *Refugees; Relocation; Sociocultural Patterns; Trend Analysis; United States History
IDENTIFIERS- *California; Language Minorities

California has one of the most diverse societies on earth. Ethnic minorities comprise at least one-third of the state's people, and the society is becoming ever more diverse. It is estimated that by about the year 2010, California will have no majority ethnic group. The historical development of this diversity is traced from the arrival of European settlers, through the Gold Rush migrations and the arrival of Chinese immigrants in the nineteenth century. Successive waves of Japanese American, Mexican American, and other Asian American groups, especially after the reform of immigration law in 1965, enriched the state's heritage. The Los Angeles (California) and San Francisco (California) metropolitan areas are to the late twentieth century what New York was to the late nineteenth, the

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Citizen Participation; Educational Improvement; *Educational Planning; Elementary Secondary Education; *Leadership Training; *Management Development; Management Teams; Public Schools; School Desegregation; School Districts; *School Involvement; School Restructuring; Teacher Participation; Team Training; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Participation Rates; Progress Reporting; *Project CANAL

This report examines the participation of 42 Phase I Chicago (Illinois) Project CANAL public schools in total site training (TST). TST is intended to provide participating schools and their core planning team (CPT) members with information on instructional strategies and program models for improving academic achievement. Participation by the CPTs, teachers, and staff at each CANAL school is possible because of the availability of a CANAL cadre to replace these personnel at their schools on the TST day. Given the presence of the cadre staff, the report notes that participation was lower than might be expected. Data provided in the report show that more than half (621) of the CPT members did not take part in TST, and 566 CPT members did participate in TST. For the majority of those individuals serving on CPTs, the goals of TST were unrealized because they did not participate in TST. In addition, as many as 3 of the 42 schools had no TST participants. Included are 3 tables. Six appendices provide a TST summary table, a table of data concerning TST for child parent centers, a schedule of Project CANAL training center activities, a list of Phase I CANAL schools, a list of Monitoring Commission for Desegregation Implementation staff, and 2 tables illustrating the budget status of the project. (JB)

ED 347 244 UD 028 744

Dolan, Lawrence J.
Models for Integrating Human Services into the School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; *Counseling Services; Elementary Secondary Education; Evaluation Methods; *Health Services; *Integrated Activities; *Models; Program Development; Program Evaluation; *Social Services; Urban Schools
IDENTIFIERS- Baltimore City Public Schools MD; New Jersey; San Diego Unified School District CA; *School Based Health Clinics; Service Delivery Assessment

This report examines five models of school-based integrated human service programs to evaluate the effects of the programs in light of the growing support for and implementation of these programs. The study examined the following programs: (1) school-based health clinics in Baltimore (Maryland); (2) Success for All (an elementary school-level program at 35 sites nationwide); (3) the New Jersey School-Based Youth Services Program (human services); (4) the New Beginnings program in San Diego (California) providing health and social services; and (5) the Comer School Development Model based on the model developed by J. Comer. The study sought to document some of the grade 12 curriculum designed to reduce the potential for children and teens to be injured or killed in gunfire. STAR is based on sound prevention practices developed from a pilot project in Dade County (Florida). The flexible format allows activities to fit into a 3-week classroom unit or be taught over a number of weeks. Parents are a vital link to reduce gun violence among children and teens, and their involvement is integral to STAR. This curriculum guide for pre-kindergarten through grade 5 contains the following sections: (1) "Before You Begin--Orientation"; (2) "Suggestions for Parent and Community Involvement"; (3) "Activity Plans and Bibliography for Early Elementary Students, Grades Pre-K-2"; (4) "Activity Plans and Bibliography for Upper Elementary Students, Grades 3-5"; (5) "Academic Bibliography for Educators and Parents"; and (6) "National Directory of Violence Prevention Resources." Included are 75 annotated bibliography items and 73 non-annotated bibliography items. (SLD)

ED 347 264 UD 028 768

Straight Talk about Risks: A Pre-K-12 Curriculum for Preventing Gun Violence. Grades 6-12.
PUB DATE- 92
NOTE- 119p.; For the pre-K-5 curriculum, see UD 028 767.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Annotated Bibliographies; *At Risk Persons; Crime; Curriculum Guides; Educational Environment; High Schools; Homicide; Injuries; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; Pilot Projects; *Safety Education; Secondary Education; *Violence
IDENTIFIERS- *Gun Control; *Risk Reduction

Straight Talk about Risks (STAR) is a pre-kindergarten through grade 12 curriculum designed to reduce the potential for children and teens to be injured or killed in gunfire. STAR is based on sound prevention practice developed from a pilot project in Dade County (Florida). The flexible format allows activities to fit into a 3-week classroom unit or be taught over a number of weeks. Parents are a vital link to reduce gun violence among children and teens, and their involvement is integral to STAR. This curriculum guide for grades 6 through 12 contains the following sections: (1) "Before You Begin--Orientation"; (2) "Suggestions for Parent and Community Involvement"; (3) "Activity Plans and Bibliography for Middle and Junior High School Students, Grades 6-8"; (4) "Activity Plans and Bibliography for Senior High School Students, Grades 9-12"; (5) "Academic Bibliography for Educators and Parents"; and (6) "National Directory of Violence Prevention Resources." Included are 114 annotated bibliography items and 73 non-annotated bibliography items. (SLD)

ED 347 265 UD 028 770

Clements, Barbara; And Others
Limited English Proficiency. Recommendations for Improving the Assessment and Monitoring of Students.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

Wilkinson, Rebecca L.
Statistical Significance Testing: Alternatives and Considerations.
PUB DATE- Jan 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Interpretation; Effect Size; *Reliability; Researchers; Research Methodology; *Research Problems; *Statistical Significance
IDENTIFIERS- Confidence Intervals (Statistics); Power (Statistics); Research Replication

Problems inherent in relying solely on statistical significance testing as a means of data interpretation are reviewed. The biggest problem with statistical significance testing is that researchers have used the results of this testing to ascribe importance or meaning to their studies where such meaning often does not exist. Often researchers mistake statistically significant results for important effects. Statistical procedures are too often used as substitutes to thought, rather than as aids to researcher thinking. Alternatives to statistical significance testing that are explored are effect size, statistical power, and confidence intervals. Other considerations for further data analysis that are explored are: (1) measurement reliability; (2) data exploration; and (3) the replicability of research results. It is suggested that statistical significance testing be used only as a guide in interpreting one's results. Two tables present illustrative information, and there is a 22-item list of references. (SLD)

ED 347 170 TM 018 528

Sykes, Robert C.; And Others
Assessing the Impact of Multidimensionality on the Classification Decisions of an IRT-Based Licensure Examination.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Testing; Computer Simulation; *Decision Making; Failure; Higher Education; *Item Response Theory; *Licensing Examinations (Professions); Pass Fail Grading; *Scores; Test Format
IDENTIFIERS- *Multidimensionality (Tests); *Part Form Method; Rasch Model

A part-form methodology was used to study the effect of varying degrees of multidimensionality on the consistency of pass/fail classification decisions obtained from simulated unidimensional item response theory (IRT) based licensure examinations. A control on the degree of form multidimensionality permitted an assessment throughout the range of multidimensionality of any potential effect on Rasch item parameters and pass/fail classifications obtained from scores derived from them. Four full-length (300-item) forms of a licensure examination produced by CTB Macmillan/McGraw Hill were used to generate part-forms for four administrations in the summer of 1988, Although it was not specifically tested, it appears that students should be exposed to real-world contexts involving far transfer complex knowledge in order to learn to deal with information that is less than obvious. Two tables present study data, and an appendix contains five sample test questions. (SLD)

ED 347 188   TM 018 662

Wideen, Marvin F.; And Others
External Examinations and the Curriculum: Do They Monitor or Control?
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 92
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Curriculum Evaluation; Educational Innovation; Foreign Countries; Graduation Requirements; High Schools; Interviews; Science Education; Secondary School Students; *Secondary School Teachers; Standardized Tests; Student Attitudes; *Teacher Attitudes; Testing Problems; Testing Programs; Test Results; *Test Use
IDENTIFIERS- British Columbia; Curriculum Alignment; External Evaluation; Final Examinations; Large Scale Programs; *Provincial Examinations; Teaching to the Test; *Testing Effects

The impact of large-scale testing on curriculum policies at district and school levels and on science teaching at the classroom level was studied for British Columbia (Canada). Other factors affecting teaching practices were considered. In 1983, the Province reintroduced centrally set and graded province-wide examinations for grade 12, following a 10-year period without such examinations. The examinations studied were the grade-12 final examinations in secondary science and science assessments conducted in grade 10. Data were collected from teachers and students in grades 8, 10, and 12, and from principals and district and province administrators. Phase 1 data were collected from 24 teachers in 2 districts. Phase 2 data were collected from observations of and interviews with 56 teachers in 10 districts as well as several administrators. At grades 8 and 10, teachers reported little influence of the government examination. At grade 12, the examinations had enormous impact. Objections usually centered around the narrowing of curriculum, the psychological pressures of the examinations, the erosion of creative teaching, and the notion that some aspects of education were being ignored in science teaching. The grade-12 examinations used in British Columbia are not mere indicators of performance. Evidence indicates that these examinations have effectively frozen innovative practices in grade-12 science teaching. Alternatives to the current situation are discussed. Four figures, 2 tables, and 29 references are included. (SLD)

ED 347 189   TM 018 665

Freund, David S.; Rock, Donald A.
A Preliminary Investigation of Pattern-Marking in 1990 NAEP Data.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-

and plans. This survey is a follow-up of the 1987-88 Schools and Staffing Survey (SASS) teacher sample. The TFS is the fifth component of the SASS. The sample is a nationally representative sample of public and private school teachers that includes some who have left the profession. This data file users' manual contains information necessary to use the survey results. Contents include information on survey methodology and response rates, file arrangement and contents, and sampling and weighting procedures. The main purposes of the TFS are to: (1) determine the attrition rate for teachers; (2) determine characteristics of those who stay in and those who leave the teaching profession; (3) obtain activity and occupation data for those who leave the teaching profession and career patterns for those remaining in the profession; (4) obtain data on educational activities and future plans; and (5) obtain data on attitudes about the teaching profession and job satisfaction. The follow-up survey and answers to each survey question follow the report. Eight appendixes provide supplemental information (industry codes, occupation codes, and frequency data in the public use tape). (SLD)

ED 347 206   TM 018 737

Shepherd, Jane; Malizio, Andrew G.
Methodology Report for the 1990 National Postsecondary Student Aid Study. Contractor Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 92
NOTE- 286p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cohort Analysis; Enrollment; Higher Education; *Institutional Characteristics; Longitudinal Studies; *National Surveys; Parent Financial Contribution; Paying for College; Postsecondary Education; *Research Methodology; Sampling; *School Surveys; Statistical Data; *Student Characteristics; Student Financial Aid; Tables (Data)
IDENTIFIERS- *National Postsecondary Student Aid Study; *Student Surveys

The 1990 National Postsecondary Student Aid Study (NPSAS:90) is the second in a series of federally funded surveys of enrolled postsecondary students. Its key purpose is to portray accurately the characteristics of these students, particularly recipients of student aid. Results will answer questions about recipients and sources of federal and private aid and parental support. The NPSAS surveys also provide base information on cohorts that will be the subjects of study over time. Data from the survey can be used for more advanced statistical and economical analyses. The NPSAS:90 used a three-stage sampling technique to select participants (schools and students), and a two-phase data collection method of record abstracting to compile student records from student and parent telephone interviews and data from institutions. In all, 1,130 institutions participated, and 70,200 students were sampled. The executive summary contains 16 tables of student and institutional characteristics, and there are 23 other tables in the body of the report. Twenty-six figures and exhibits illustrate the discussion. Five appendixes present sample material mailed to sampled institutions and students, analysis variables' specifications, procedures used for data imputations, standard errors for estimates in the executive primary center of new immigration. (SLD)

ED 347 225 UD 028 659

Wong, Sau-Ling Cynthia
Chinese Immigrant Students in the California Classroom. New Faces of Liberty Series.
PUB DATE- 89
NOTE- 11p.; For related documents, see UD 028 657-662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Asian History; Cantonese; *Chinese Americans; Chinese Culture; *Cultural Background; Elementary Secondary Education; *Immigrants; *Limited English Speaking; Mandarin Chinese; Minority Group Children; Refugees; Relocation; *Student Attitudes; United States History
IDENTIFIERS- *California; Language Minorities

The largest Asian American ethnic group in the United States, as well as the group with the longest immigration history, is the Chinese. The presence of Chinese immigrants is felt strongly in California, the state where nearly 40 percent of the nation's Chinese have chosen to live. The history of Chinese immigration is traced to help understand Chinese students in California classrooms. The school-age population in California reflects the history of China as well, since immigrants from Taiwan and mainland China arrive with very different views of Chinese history and culture. Immigrants from Hong Kong may feel themselves, or may be seen to be, only marginally Chinese. In California, the immigrant student population is still predominantly Cantonese speaking, but Chinese speakers cannot be lumped together because of the diversity of languages and dialects. These is great diversity among immigrants in the degree of exposure to English and the rate at which English is acquired in the classroom. Against great odds, the majority of Chinese immigrant students have managed to extract a meaningful education and contribute to their adopted homeland. (SLD)

ED 347 226 UD 028 660

Chuong, Chung Hoang
Working with Vietnamese High School Students. New Faces of Liberty Series.
PUB DATE- 89
NOTE- 17p.; For related documents, see UD 028 657-662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Asian Americans; Cultural Background; Folk Culture; High Schools; *High School Students; *Immigrants; Migration; Parent Participation; Refugees; School Districts; Student Role; *Teacher Role; Traditionalism; *Vietnamese People
IDENTIFIERS- Language Minorities; *Southeast Asians

Recent arrivals to the United States from Vietnam have encountered many educational problems, as well as difficulties in social and psychological adjustment. Schools need to devise special strategies and instructional programs that meet the needs of Vietnamese American and other Southeast Asian American refugee students whose previous educational experiences are tremendously varied. To clarify the many problems and the diversity of backgrounds among the refugee children, the characteristics of programs perceived to be effective and to outline some of the evaluation strategies that might lead toward increased understanding of the impact of these programs on the children and families they serve. The report describes each of the programs in detail. A section on lessons from successful programs lists the following seven components important to success: (1) collaborative planning; (2) ownership by the school; (3) principal's role; (4) case manager; (5) shared resources; (6) gradual phase-in; and (7) training and staff development. A section on evaluation issues notes the need for current data and the high burden of data collection as well as the resistance to evaluation of still developing programs. Included are 16 references. (JB)

ED 347 245 UD 028 746

Delgado, Melvin
The Puerto Rican Community and Natural Support Systems: Implications for the Education of Children.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Extended Family; Folk Culture; *Human Services; *Institutional Cooperation; *Latin Americans; Merchants; *Minority Group Children; Puerto Rican Culture; *Puerto Ricans; Religious Cultural Groups; *Social Support Groups

This report explores how service providers and educators can better understand, support, and work with Puerto Rican natural support systems through a variety of collaborative strategies. A first section presents a definition of Puerto Rican natural support systems and a discussion of how they are operationalized, and describes the following four general types: (1) the extended family; (2) folk healers; (3) religious groups; and (4) merchant and social clubs. A framework is suggested for examining the breakdown of those natural systems. The following five causes of the breakdown of natural support systems are considered: (1) temporary crisis; (2) inability to respond; (3) refusal to assist; (4) systems are non-existent; and (5) shame. The typology of reasons for breakdowns is important as these systems often represent the first and only source for assistance for many Puerto Ricans and other Hispanic American groups. An examination of barriers to collaborating with natural support systems shows that lack of trust, underpinnings of assessment and intervention, knowledge of others' work and mission, and service delivery structure and logistics can all impede useful cooperation. Final sections look at the need for further research on the Puerto Rican community and present implications and recommendations for reaching this community through use of the natural support systems. Included are 36 references. (JB)

ED 347 246 UD 028 748

Freiberg, H. Jerome; And Others
Turning around Five At-Risk Elementary Schools. Publication Series 91-8.
PUB DATE- 90
NOTE- 25p.; Journal article reprint separately published as a number in a monograph series.

EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Data Collection; Disadvantaged Youth; *Educational Assessment; Educational Policy; Elementary Secondary Education; English (Second Language); Guidelines; *Instructional Improvement; *Limited English Speaking; *Minority Group Children; *Needs Assessment; Program Effectiveness; *Student Evaluation; Student Placement
IDENTIFIERS- Council of Chief State School Officers; *Language Minorities; Monitoring

In the interests of improving the educational success of limited English proficient (LEP) students, this analysis outlines a set of recommendations that include principles and ideal practices to be used in educational programs for LEP students. Specifically, the recommendations provide guidance for improving and making more uniform procedures for screening and assessing LEP students for the purpose of classifications, placement, and reclassification. In addition, the report contains recommendations concerning state-level data collection efforts focused on LEP students. This report discusses issues surrounding the assessment of LEP students and recommendations for assessment at key decision-making points; procedures for data-collection; a service delivery model consistent with the recommendations outlined in the report; and policy recommendations, with federal, state, and local implications. The text contains one flowchart. An appendix lists members of the LEP Student Data Project Advisory Committee. Four references are included. (JB)

ED 347 266 UD 028 771

Hutchinson, Frederick C.; And Others
A Hand Up: How State Earned Income Credits Help Working Families Escape Poverty.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Joyce Foundation, Chicago, IL.
PUB DATE- Apr 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economically Disadvantaged; Family Financial Resources; Family Income; *Family Programs; Federal Legislation; *Low Income Groups; Poverty; *Poverty Programs; State Aid; State Legislation; *State Programs; *Tax Credits; Taxes
IDENTIFIERS- *Earned Income Tax Credit; *Income Taxes; Iowa; Maryland; Minnesota; Rhode Island; Vermont; Wisconsin

This report examines state earned income tax credits (EICs) as a means to assist working poor families to escape poverty. Specifically, the report notes that six states have their own EICs, expressed as a percentage of the federal EIC, with the advantages being that the credit is a reward for work, is a pro-family policy, is efficiently targeted, prevents states from taxing families deeper into poverty, and offsets the effects of regressive state and local taxes. Following a summary and introduction in Chapter I, chapter II, entitled "Poverty and Work", reviews the extent to which work alone no longer alleviates poverty and covers the education-related subject of "child poverty". Chapter III examines the structure of the federal EIC and the role it plays in helping to "make work pay." Chapter IV examines the purposes that a state credit serves and the key decisions in designing a credit. Chapter V winter of 1989, summer of 1989, and winter of 1990, respectively. There were 2,000 examinees for each form. All four full-length forms had been demonstrated to be multidimensional, but could be made unidimensional by deleting no more than half the items with the largest absolute loadings on the second factor. Overall, failure concordance percentages did not differ between those pairs of part-forms that differed maximally in the degree of predicted multidimensionality and those pairs of part-forms where members were both predicted to be multidimensional. Results suggest that increased multidimensionality had no substantial effect on failure decision agreement. However, the failure concordance percentages for pairs of part-forms that were both most likely unidimensional were slightly higher than those for other pairs of part-forms. Four tables, 1 figure of study data and 12 references are included. (SLD)

ED 347 171   TM 018 530

Arrigona, Daniel
Calculating Graduation Rates in Texas Schools. Research Report Number 1.
PUB DATE- May 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Cohort Analysis; *Computation; Educational Attainment; Excellence in Education; Grade Repetition; *Graduation; *High School Graduates; High Schools; High School Students; Management Information Systems; Nontraditional Education; *Public Schools; School Districts; *School Statistics; Student Attrition; Student Mobility
IDENTIFIERS- Educational Indicators; *Texas; Texas Education Agency

High school graduation rates are conspicuous indicators of the relative successes of education systems, school districts, and high school campuses. Graduation rates are among the academic excellence indicators that will be used for the accreditation of school districts by the Texas Education Agency. This report discusses how high school graduation rates are calculated, what data are excluded from these calculations, and how these calculations can be improved. It examines data related to calculating graduation rates collected by the Texas Education Agency's Public Education Information Management System. The report recommends calculating a graduation rate by following a cohort of first-time ninth-grade students for a period of 6 years, including in the calculation student mobility, grade retention, and graduation from alternative education sites. Seven figures and 5 tables present data on Texas high school graduates, and there is a 14-item list of references. (Author/SLD)

ED 347 172   TM 018 536

Parrish, Linda H.; And Others
A Statewide Analysis of Vocational Assessment Instruments Used with Students with Special Needs.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Black Students; Cohort Analysis; *Educational Assessment; Grade 8; Grade 12; Hispanic Americans; *National Surveys; *Response Style (Tests); Secondary Education; *Secondary School Students; Sex Differences; Standardized Tests; Student Motivation; *Testing Problems; White Students
IDENTIFIERS- *National Assessment of Educational Progress; *Pattern Marking (Data)

The National Assessment of Educational Progress (NAEP) focuses on providing information on what demographic subgroups of America's students know and can do. Because the NAEP does not report for individual students, it could be classified by some students as a low-risk test. Consequently, some students may lack proper motivation for giving their best efforts. This paper describes a method to identify students who may have randomly marked or systematically marked (pattern marked) their responses. The magnitude of the difference between responses (in absolute value) is used to compute a variance for each student's response string. The variances for students who take a particular block of items are compared; students who have a very small variance may have lacked motivation and are classified as potential pattern markers. Approximate sample sizes for each block (for both mathematics and science) were 3,700 students in the age 13 years/grade 8 cohort and 3,600 students in the age 17 years/grade 12 cohort of the 1990 NAEP. Subgroup analysis indicates that males are identified as potential pattern-markers more frequently than are females. Black and Hispanic American students are classified as potential pattern markers more often than are White students. Pattern marking tends to occur more frequently when the item block is near the end of the test. Seven tables, five figures, and three references are included. (Author/SLD)

ED 347 190 TM 018 667

Dean, Paul; And Others
Studying School Improvement in Chicago: A Construction of Post-Reform School Index Measures.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Comparative Analysis; Educational Assessment; Educational Change; *Educational Improvement; Elementary Education; *Elementary School Students; Mathematical Models; Measurement Techniques; *School Districts; Scores; *Standardized Tests; Test Construction; Test Results; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Iowa Tests of Basic Skills; *Reform Efforts

This paper is the second report on the purpose, methodology, and results of a large-scale statistical analysis of standardized test scores from Chicago public elementary schools for 1988 and summary, and memos on weighting procedures and a description of the 1987 NPSAS sample. (SLD)

ED 347 207 TM 018 738

Cogan, Leland S.; Oka, Evelyn R.
Maternal Beliefs and Children's Learning: A Developmental Perspective.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Age Differences; *Beliefs; *Child Development; Correlation; Elementary Education; *Elementary School Students; Grade 2; Grade 5; Intelligence; Intermediate Grades; Learning Theories; Locus of Control; *Mothers; *Parent Attitudes; Personal Autonomy; Self Concept
IDENTIFIERS- Control Perception; Scaffolding

The developmental pattern in the relationships among mothers' beliefs about structure, autonomy, control, and intelligence was studied, addressing: (1) how mothers' scaffolding beliefs and conceptions of intelligence are related; (2) the relationship of these maternal beliefs to children's age and achievement; and (3) the relationship between these maternal beliefs and children's beliefs and achievement as a function of intelligence. Subjects were 12 second graders, 18 fifth graders, and their mothers from 3 elementary schools in a metropolitan school district. Mothers completed beliefs and family background questionnaires. Children completed a perceived competence test from the Self-Perception Profile for Children and a conceptions of intelligence scale developed for the study. Correlations between mothers' intelligence theory and children's achievement were statistically different in the two grades. Mothers' scaffolding beliefs did not consistently relate to children's achievement in either grade, and structure beliefs were not significantly related to any child measures at either grade. Mothers' autonomy beliefs were only significantly related to mathematics achievement in grade 2. Control beliefs were correlated with achievement for grade 5. Results demonstrate that while the mean levels of maternal beliefs do not differ according to the child's grade, the way in which they are related does change. Implications are discussed. Five tables present study data. An appendix contains the Parental Beliefs Questionnaire Scales, and there is a 23-item list of references. (SLD)

ED 347 208 TM 018 740

Ankenmann, Robert D.; Stone, Clement A.
A Monte Carlo Study of Marginal Maximum Likelihood Parameter Estimates for the Graded Model.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

characteristics of the different refugee waves entering the United States since 1975 are described. Some of the specific problems facing educators and others working with refugees include the following: (1) unaccompanied minors arriving without families; (2) varied educational and linguistic characteristics, including different cultural views of instruction and the student's role; (3) the influence of religious and social tradition; and (4) adjustment issues, including parental reluctance to be involved in the school. Sensitivity, patience, and understanding on the part of school personnel are the crucial elements contributing to a positive experience for Vietnamese high school students. One table and 1 graph present information on refugee arrivals, and there is a 17-item list of references. (SLD)

ED 347 227 UD 028 661

Walker, Wendy
An Introduction to the Hmong. New Faces of Liberty Series.
PUB DATE- 89
NOTE- 23p.; For related documents, see UD 028 657-662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Asian Americans; Asian History; *Children; Cognitive Style; *Cultural Background; Elementary Secondary Education; Ethnic Groups; Hmong; *Hmong People; *Immigrants; *Refugees; School Districts; Sex Role; United States History; Vietnamese People
IDENTIFIERS- China; Language Minorities; Laos; Thailand; United States; Vietnam

Characteristics of the Hmong refugees to the United States are described, with emphasis on educational problems. Historians agree that the Hmong lived in China until about 1810 when they began to migrate to Laos, Thailand, and Vietnam. The evacuation of U.S. troops from Saigon in 1975 marked the beginning to the first wave of Southeast Asian refugees to the United States. Hmong immigrants have arrived in the United States in four waves, settling largely in California, Minneapolis-Saint Paul (Minnesota), and Providence (Rhode Island). School districts in these areas have only begun to cope with the problem of understanding and meeting the unusual needs of Hmong students as they adjust to American schools. Hmong children come from a culture that was tribal, essentially pre-literate, and pre-technological. The impact of the Hmong culture on behavior in U.S. schools is felt in the areas of: (1) cultural identity; (2) learning style; (3) oral, rather than written, tradition; (4) role models for males and the lack of educated role models for females; (5) early marriage; (6) high fertility rate; (7) tension for females between traditional roles and the desire for education; and (8) school dropouts. There is a great need for bicultural counselors for Hmong children because the norms of Hmong life are vastly different than the life they lead in American schools. There is a 49-item list of references. (SLD)

ED 347 228 UD 028 662

Collins, William
An Overview of the History and Culture of Indochina. New Faces of Liberty Series.
PUB DATE- 89
NOTE- 25p.; For related documents, see UD 028 657-661.
LANGUAGE- English

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Journal Articles (080)
DESCRIPTORS- Achievement Gains; Achievement Tests; Comparative Analysis; Educational Change; Educational Environment; *Educational Improvement; Elementary Education; *Elementary School Teachers; *High Risk Students; Interviews; *Management Systems; Minority Group Children; Principals; *Teacher Role; Transfer of Training; *Urban Schools
IDENTIFIERS- Texas Educational Assessment of Minimum Skills

This article presents a description of an instructional management system called Consistency Management (CM) and its implementation in five urban elementary schools in Texas, with over 2,500 students. CM aimed to create a consistently implemented schoolwide consensus for teaching and learning that provided a self-analytical approach for teachers to examine the creation of a positive and orderly learning environment. The schools, ranking in the lowest 5 percent of Texas elementary schools based on the Texas Education Assessment of Minimum Skills (TEAMS), had a minority composition of 94 percent, with 83 percent of students eligible for free or reduced cost lunch. The five CM schools significantly improved scores on the TEAMS from 1985-86 to 1987-88 in mathematics, reading, and writing. CM schools increased 17 percent in the percentage of students passing the TEAMS, while matched non-CM comparison schools decreased 2 percent. Students of CM trained teachers scored significantly higher than did students of non-CM trained teachers. Discipline referrals were reduced, and interviews with 5 principals and 19 teachers indicated that the program had direct transfer to the classroom. The qualitative data from the interviews provide a stronger understanding of the results and issues faced by principals, teachers, and students. Seven tables present study data, and there is a 36-item list of references. (SLD)

ED 347 247 UD 028 750

Slavin, Robert E.
Staff Development and R & D in Chapter 1 Programs of the Future.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Finance; Educationally Disadvantaged; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Financial Support; Futures (of Society); *Instructional Improvement; Program Development; *Research and Development; Research Needs; *Resource Allocation; *Staff Development
IDENTIFIERS- Hawkins Stafford Act 1988; *Set Asides

It is proposed that schools receiving funds under Chapter 1 (Hawkins Stafford Act 1988) be required to spend at least 20 percent of their allocations on staff development. High-quality staff development programs would enable schools to improve instruction all day for all students. Chapter 1 schools would become centers of educational renewal and professional growth and would attract teachers interested in professional growth and innovation. To avoid overloading existing staff development takes a closer look at the need to improve state tax progressiveness and the role of a state EIC. Chapter VI discusses the need for outreach to eligible families once a credit is enacted. Chapter VII describes the legislative and political processes by which EICs became law in Wisconsin and Maryland. Included are five graphs and eight tables. An appendix provides information on calculating the state revenue impact of an EIC. Forty-four footnotes are included. (JB)

ED 347 267   UD 028 772

Lewis, James H.; And Others
Political Culture, Voter Turnout, and the 1989 Local School Council Elections in Chicago.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Economically Disadvantaged; Educational Change; *Elections; Elementary Secondary Education; Hispanic Americans; *Local Issues; Parent Participation; Political Campaigns; Politics of Education; School Community Relationship; School Districts; *School Restructuring; State Legislation; *Urban Schools; *Voting
IDENTIFIERS- African Americans; *Chicago Public Schools IL; Chicago Urban League; Language Minorities; *Local Control; Political Culture; Voters; Voting Behavior

A study was done of the school reform and restructuring effort in the Chicago (Illinois) Public Schools specifically of the extent to which the legislative mandate for restructuring, new management, and constituent interests has been translated into educational policy and voter turnout in local school council elections. The study used data from a Chicago Urban League (CUL) study that performed a variety of statistical tests on election data and a joint survey by the CUL, the Chicago Panel on Public School Policy and Finance, and the Chicago Public Schools of systemwide patterns that actually operated at individual schools. The survey was administered to at least 1 parent representative, 1 community representative, the council chairperson, and the principal of each of 30 schools. The statistical and survey evidence indicated five basic points: (1) low socioeconomic status bears heavily on the likelihood that parents will participate in school council elections; (2) racial group membership does not in itself determine willingness of parents to support school reform by voting; (3) conflict within a school can strongly mobilize voters; (4) local political culture heavily influences prospects for local school council mobilization; and (5) strong communication of candidate qualifications and election publicity is vital to voter turnout. (JB)

ED 347 268   UD 028 774

The FOCUS Database: The Nation's Premier Resource in Dropout Prevention. Instruction Manual.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Aptitude Tests; Disabilities; *Educational Assessment; Evaluation Methods; High Schools; High School Students; Interest Inventories; Secondary Education; *Secondary School Teachers; Special Education; Special Needs Students; State Programs; State Surveys; Teacher Attitudes; Testing Programs; *Test Use; *Vocational Education; Work Sample Tests
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Mandated Tests; *Texas

This paper describes the approach taken in Texas to meet the requirements of the Carl D. Perkins Vocational Education Act (CPA) of 1984 (Public Law 98-524) to provide an aptitude and interest assessment to all students with special needs who are considering entering vocational education. The Texas three-level model of assessment is discussed. The survey reported was conducted to determine which instruments (aptitude tests, interest inventories, combination tests, and work sample tests) were used to fulfill the requirements for assessment. Responses of 130 educational practitioners (primarily in special education) who are responsible for carrying out vocational assessments under the CPA in Texas identified approximately 100 instruments. The following 12 instruments were used most often in Texas: (1) the APTICOM computer program; (2) Career Ability Placement Survey; (3) Career Occupational Preference System; (4) Differential Aptitude Test; (5) McCarron Dial Evaluation System; (6) Occupational Aptitude Survey and Interest Schedule; (7) Pictorial Inventory of Careers; (8) Becker Reading Free Vocabulary Interest Inventory; (9) Social and Prevocational Information Battery; (10) Talent Assessment Program System; (11) Vocational Training Inventory and Exploration Survey; and (12) Wide Range Interest Opinion Test. Analysis of opinions about the instruments indicates that user satisfaction is mixed, with all instruments having some shortcomings. Ten tables present study data, and an appendix contains the aptitude test survey and a cover letter. There is a 10-item list of references. (SLD)

ED 347 173 TM 018 539

Dolenz, Beverly
Factors That Attenuate the Correlation Coefficient and Its Analogs.
PUB DATE- 21 Jan 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Correlation; Heuristics; *Relationship; Reliability; *Statistical Distributions
IDENTIFIERS- *Attenuation (Paradox); Linear Relationships; Scattergrams; Variables

The correlation coefficient is an integral part of many other statistical techniques (analysis of variance, t-tests, etc.), since all analytic methods are actually correlational (G. V. Glass and K. D. Hopkins, 1984). The correlation coefficient is a statistical summary that represents the degree and direction of relationship between two variables. It is important to understand the various factors that affect this coefficient.

1989. Major purposes were to develop methods for measuring student improvement (change) at the individual and school levels, to find ways of identifying improving schools, and to develop a better knowledge of the correlates of student and school improvement, especially with respect to school reform under the Chicago School Reform Act. Large-scale databases of student test scores are being used, including scores on the Iowa Tests of Basic Skills. Analytic issues included the metric to be used in modeling growth, the accuracy of any assessment of change, the problem of student mobility, and a way of reporting growth results at the school level. Predicted gains to be used in deriving school improvement indices were calculated for norming samples of between 5,800 and 6,300 students at each grade level. Actual results for four schools were examined in the construction of growth indices. The next step will be establishing a more reliable 2-year baseline and index scores for particular programs. Correlates of school improvement will be further defined, and additional student level data will be obtained. Appendix A contains 14 bar graphs. Appendix B and Appendix C contain eight tables of analysis results. There is a 10-item list of references. (SLD)

ED 347 191 TM 018 671

Linacre, John M.
Rank-Order and Paired Comparisons as the Basis for Measurement.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Case Studies; *Comparative Analysis; *Consumer Economics; *Evaluators; Forced Choice Technique; Mathematical Models; *Rating Scales; Test Construction
IDENTIFIERS- Interval Scales; *Paired Comparisons; Preference Data; *Rank Order; Rasch Model; Taste Preference

Three case studies are presented demonstrating the application of straight-forward Rasch techniques to rank order data. Paired comparisons are the simplest form of rank ordering. A consumer preference test with 56 pairs of cups of coffee tasted by each of 26 consumers illustrates analysis of these rankings. When subjects are allowed the option of "no difference," an approach analogous to a rating scale is used. Data from a study by A. Springall (1973) with about 28 assessors judging the flavor strength of a product illustrate analysis of the situation in which ties are allowed. A convenient method of constructing measures from rank orders is to regard the rankings as ordered categories on a rating scale. Data from D. E. Critchlow (1985) illustrate partial rankings of three top choices of crackers by 22 small boys and 16 mothers. These approaches demonstrate methods of producing measures from rankings by judges. Four figures and six tables present details of the analyses. A nine-item list of references and three appendixes of preference data are included. (SLD)

ED 347 192 TM 018 676

Allen, Linda; And Others
Multiple Indicators of Children's Reading Habits and Attitudes: Construct Validity and Cognitive Correlates.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Estimation (Mathematics); Item Bias; *Mathematical Models; *Maximum Likelihood Statistics; Monte Carlo Methods; Sample Size; *Scoring; Statistical Distributions; Test Length
IDENTIFIERS- *Ability Estimates; *Graded Response Model; Item Parameters; MULTILOG Computer Program; One Parameter Model; Research Replication; Two Parameter Model

Effects of test length, sample size, and assumed ability distribution were investigated in a multiple replication Monte Carlo study under the 1-parameter (1P) and 2-parameter (2P) logistic graded model with five score levels. Accuracy and variability of item parameter and ability estimates were examined. Monte Carlo methods were used to evaluate marginal maximum likelihood estimates that the MULTILOG computer program produced for the 1P and 2P logistic graded models. Test lengths were 5, 10, and 20 items. Sample sizes were 125, 150, and 500 examinees for the 1P model; and 250, 500, and 1,000 examinees for the 2P model. Item bias and root mean squared error indicate that a minimum sample size of 500 examinees is required for accurate and stable estimates of the 2P graded model item parameters. For both 1P and 2P models, ability distribution and calibration sample size are not important factors in the estimation of ability parameters. Results are discussed in light of a study by S. P. Reise and J. Yu (1990). Together, the 2 studies provide a fairly complete picture of factors that may influence the use of 1P or 2P graded models. Eight figures and 5 tables present analysis results, and there is a 21-item list of references. (SLD)

ED 347 209 TM 018 741

McClure, Robert M.; And Others
Alternative Forms of Student Assessment.
PUB DATE- Apr 92
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Information Dissemination; Literature Reviews; Pilot Projects; *Portfolios (Background Materials); *Secondary School Teachers; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Alternatives to Standardized Testing; Performance Based Evaluation

Questions about alternative forms of assessment were discussed by two elementary school and two high school teachers who are members of the National Education Association/International Business Machines (IBM) School Renewal Network. Their correspondence on that computer network was also analyzed. The following questions were considered: how have teachers' thinking and practice changed with regard to assessment, and how has the network influenced this thinking; and do teachers believe that the computer network helps them improve student assessment practices? The focus selected for the exploration is portfolio assessment. Descriptions of the schools that employ the four teachers include discussions of some pilot studies on portfolio assessment. A review of relevant literature concentrates on theory and practice in alternative forms of

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Asian History; *Cultural Background; Cultural Differences; Elementary Secondary Education; Ethnic Studies; Foreign Countries; *Immigrants; *Indochinese; Knowledge Level; Limited English Speaking; *Refugees; Student Attitudes; Teacher Role; War; Western Civilization
IDENTIFIERS- Indochina; Indochinese Culture; Language Minorities; *Southeast Asians

Teachers who have classes with many Southeast Asian American students face the dual challenge of their own lack of knowledge about the cultural backgrounds of their students and of the students' often fragmentary understandings of their own war-torn cultures. This overview briefly describes the history and culture of Indochina to provide knowledge for the teacher and to encourage the teacher to stimulate the child's interest in his or her own culture. Central to understanding the complex populations of Indochina is recognizing the differences between highland and lowland peoples (the Hmong and Mien, for example, as opposed to the lowland Lao, Cambodians, and Vietnamese). A knowledge of the interactions between the peoples of Southeast Asia and the Europeans (particularly the French, the Chinese, and the Italians) is also necessary to an understanding of the present immigrant cultures. (SLD)

ED 347 229 UD 028 687

Edelman, Peter B., Ed.; Ladner, Joyce, Ed.
Adolescence and Poverty: Challenge for the 1990s.
PUB DATE- 91
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; *Adolescents; Black Youth; Cultural Background; *Disadvantaged Youth; Early Parenthood; *Economically Disadvantaged; Educational Policy; Elementary Secondary Education; Futures (of Society); Minority Group Children; *Poverty; Sex Differences; Social Change; *Social Problems; *Urban Youth

The current situation for poor adolescents in the United States is reviewed in this collection of essays, and some strategies and insights for policymakers are presented. The essays of this volume cover the basic interactions of adolescence and poverty from theoretical and anecdotal perspectives. Critical issues of education and employment are discussed, and separate assessments of the difficulties facing poor girls and poor boys in adolescence are provided. After an introduction by Peter B. Edelman and Joyce Ladner, the following essays are included: (1) "Growing Up in America" (R. Coles); (2) "The Logic of Adolescence" (L. Steinberg); (3) "The Adolescent Poor and the Transition to Early Adulthood" (A. M. Sum and W. N. Fogg); (4) "The High-Stakes Challenge of Programs for Adolescent Mothers" (J. S. Musick); and (5) "Poverty and Adolescent Black Males: The Subculture of Disengagement" (R. L. Taylor). (SLD)

ED 347 230 UD 028 726

Drazen, Shelley
Poverty, Achievement, and Chapter 1 Programs.
PUB DATE- Mar 91

capacities, this requirement could be phased in over 4 years, with 5 percent set aside in Year 1, 10 percent in Year 2, 15 percent in Year 3, and 20 percent in Year 4. To complement staff development, it will be necessary to learn more about effective educational practice. The Chapter 1 Program needs a large number of programs and practices that have been well developed, well researched, and found effective. A set-aside of one percent of Chapter 1 dollars for development, evaluation, and dissemination of effective programs and practices is also recommended. Chapter 1 can thus help build the infrastructure of educational research and development (R&D). Schools should have the freedom to select consultants, programs, and trainers. (SLD)

ED 347 248 UD 028 751

Kopka, Teresita L. Chan
Employment Experiences: How Do High School Dropouts Compare with Completers? Survey Report.
PUB DATE- Jul 90
NOTE- 61p.; Data Series: HSB-82/86.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Cohort Analysis; Comparative Analysis; *Dropouts; *Employment Experience; Followup Studies; Graduation; *High School Graduates; High Schools; Hispanic Americans; *Labor Market; *National Surveys; Sex Differences; *Student Characteristics; Wages; White Students
IDENTIFIERS- High School and Beyond (NCES)

This report describes differences in the employment experiences of high school dropouts and high school completers, taking into account several personal background and education characteristics. Such variables as labor force status, wage rates, type of occupation, job satisfaction, and other job-related activities are compared for two groups of students who were members of the high school sophomore class of 1980: those who graduated by June 1982 and those who did not. Comparisons are based on data from the first, second, and third follow-ups of the 1980 High School and Beyond survey, a national longitudinal study of the high school sophomores and seniors of 1980. In the third follow-up in 1986, the more than 20,000 respondents were asked about their labor force and continuing education status. Dropouts were more likely than completers to have been unemployed at least once between June 1982 and February 1986. On the average, completers earned more per hour than dropouts. More males dropped out, but female dropouts experienced more difficulties in the world of work than males. Hispanic American dropouts were less likely than Black or White dropouts to be unemployed or to experience longer periods of unemployment. Hispanic American dropouts' earnings also exceeded those of Black dropouts and Black completers. Completers were more likely than dropouts to be satisfied with their jobs and other aspects of their occupations. Twelve tables and 6 graphs present study data. Two appendices provide methodological and technical notes and 14 tables of standard error data. (SLD)

ED 347 249 UD 028 752

Overview of Schoolwide Project Requirements: Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 91

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computers; Database Design; *Databases; *Dropout Prevention; Dropout Research; Elementary Secondary Education; *Online Searching; *Reference Services; *Search Strategies
IDENTIFIERS- Educational Information; *FOCUS Database; *National Information Systems; User Guides

This booklet is an instruction manual for those using the FOCUS database, an information source on dropout prevention of the National Dropout Prevention Center. An introduction lists the FOCUS files, which include Program Profiles, Calendar of Events, Resource Materials Library, Organizations, and Consultants and Speakers. Also given is the telephone number of a contact person to call for assistance in using the database. Other topics covered in the manual include the following: (1) access; (2) Internet users; (3) personal computer and modem users; (4) general directions for beginning a FOCUS session; (5) searching mechanisms of FOCUS; (6) general searching instructions; (7) program profiles; (8) calendar of events; (9) resource materials library; (10) organizations; and (11) consultants and speakers. Six appendixes contain formats for preparing a search, suggested search terms, searching techniques (Boolean operators, field qualification, and truncation), topics for searching the Resource Materials Library, descriptors for the Organizations file, and areas of expertise for searching the Consultants and Speakers file. The instructions are illustrated with numerous figures showing sample computer screens. (JB)

ED 347 269 UD 028 775

Johnstone, Margaret; Munn, Pamela
Discipline in Scottish Secondary Schools: A Survey. Research Report Series.
SPONS. AGENCY- Scottish Council for Research in Education.; Scottish Education Dept., Edinburgh.
PUB DATE- 9 Mar 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Discipline; Discipline Policy; Discipline Problems; *Educational Attitudes; Foreign Countries; Intermediate Grades; Mail Surveys; Public Schools; *School Surveys; Secondary Education; *Secondary Schools; Secondary School Teachers; *Teacher Attitudes; Teacher Role
IDENTIFIERS- Head Teachers; *Scotland

A study was conducted to obtain an overall picture of discipline problems in Scottish secondary schools. In particular, the study sought to clarify what teachers counted as a discipline problem, how Scottish views related to views in England and Wales, the headteacher's role, and how discipline related to other managerial tasks. A questionnaire was sent to 112 schools, with approximately 10 teachers per school asked to complete it. The total sample was 1,011 teachers. A supplementary survey was done 6 months later of all secondary school headteachers in the state sector in Scotland. Key findings include the following: (1) teachers viewed the issue of discipline as central; (2) teachers were willing to consider and to propose solutions; and (3) good discipline and a happy school required joint and concerted effort of all the staff. Generally, analysis of the responses indicated two opposing views: (1) that school and society were out of step and that

This paper explains the assumptions underlying the use of the bivariate correlation coefficient, using small heuristic data sets and graphs to make the discussion concrete and accessible to the reader. Attenuation influences on the coefficient of correlation include: (1) departures from linearity; (2) departures from both variables being similarly distributed; (3) using instruments with lower reliability; and (4) using data in which either variable has a restricted range. Six tables and six scatterplots present study data. There is a nine-item list of references. (SLD)

ED 347 174 TM 018 540

Caldwell, Rebecca
Teaching the Effects of Additive and/or Multiplicative Constants on the Mean, Moments about the Mean, and Correlation.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; *Correlation; *Data Analysis; Mathematics Instruction; *Statistics; Teaching Methods
IDENTIFIERS- *Additive and Multiplicative Constants; Additive Models; Kurtosis; *Mean (Statistics); Multiplier Effect; Skew Curves; Standard Deviation

Understanding the effects of additive and multiplicative constants on basic statistical procedures provides the important groundwork necessary for a thoughtful and logical understanding of more complex methods. This paper explores the effects of additive and multiplicative constants on the mean, standard deviation, skewness, kurtosis, and correlation. A constant is an operation consistently applied to all observations on a given variable. Small data sets and graphs are used to make the discussion more accessible and comprehensive. Additive and multiplicative constants have consistent and predictable effects on the mean, moments about the mean, and correlation. Three tables of data and seven graphs illustrate the analyses. Seven references are included. (Author/SLD)

PUB DATE- 91
NOTE- 48p.; This research was supported by a grant from the Oakland University Alumni Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Construct Validity; Correlation; *Elementary School Students; Factor Analysis; Grade 5; Intermediate Grades; Questionnaires; Reading Attitudes; *Reading Habits; Regression (Statistics); *Student Attitudes; Student Journals; Time Management
IDENTIFIERS- Indicators

Sixty-three fifth-grade children completed daily activity diaries indicating how they spent their non-school time for 15 days. From these diaries, estimates of the minutes per day that were spent in various activities were derived. The estimate of book-reading time from the activity diary correlated with new measures of individual differences in exposure to print that use a checklist-with-foils logic and that have very brief administration times. Both diary-estimated and checklist-estimated book reading predicted a variety of verbal outcome measures, but estimates of television watching did not. Multiple-regression and factor analysis confirmed the convergent and discriminant validity of a construct that, it is argued, is best conceived of as non-school print exposure and that appears to be measured as well by the checklist tasks as by the activity diary method. In contrast, certain types of questionnaire methods of assessing reading habits and attitudes appear to assess the extent of general positive attitudes toward reading rather than the degree of print exposure itself. Six tables and 1 figure present study data, and a 56-item list of references and 3 appendices of book title recognition items are included. (Author/SLD)

assessment. The literature and teacher experience suggest that schools do not view portfolios as a replacement for other forms of student assessment, and that teachers and administrators using portfolios are carrying out a dual assessment process. Nevertheless, portfolios are becoming important in student and teacher learning. The usefulness of the network was demonstrated. There is a 20-item list of references. (SLD)

ED 347 210   TM 018 742

Kim, Seock-Ho; And Others
An Investigation of Hierarchical Bayes Procedures in Item Response Theory.
PUB DATE- Apr 92
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Bayesian Statistics; Comparative Analysis; *Equations (Mathematics); *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; Probability; Sample Size; Simulation; *Statistical Bias; Statistical Distributions; Test Length
IDENTIFIERS- A Posteriori Index; A Priori Tests; *Hierarchical Analysis; Item Parameters; Two Parameter Model

Hierarchical Bayes procedures were compared for estimating item and ability parameters in item response theory. Simulated data sets from the two-parameter logistic model were analyzed using three different hierarchical Bayes procedures: (1) the joint Bayesian with known hyperparameters (JB1); (2) the joint Bayesian with information hyperpriors (JB2); and (3) the marginal Bayesian with known hyperparameters (MB). Prior and posterior distributions focusing on one- and two-stage hierarchical priors are presented, and two joint Bayesian methods that consider the specific priors are discussed. The MB procedure yielded consistently smaller root mean square differences than did either the JB1 or JB2 procedure for item and ability estimates. The maximum a posteriori estimation used along with the MB procedure yielded larger biases than did the joint Bayes model estimation in JB1 and JB2. As the sample size and test length increased, the three Bayes procedures yielded essentially the same result. Fifteen tables present study data, and there is a 39-item list of references. (SLD)

NOTE- 27p.; Paper presented at the Annual Meeting of the American Education Finance Association (Williamsburg, VA, March 14, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Achievement Tests; *Compensatory Education; Disadvantaged Youth; Educational Finance; Educationally Disadvantaged; *Federal Programs; Financial Support; Mathematical Formulas; *Poverty; Predictor Variables; Program Effectiveness; *Resource Allocation; *School Districts; School District Spending; Urban Schools

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

Associations between school district poverty and achievement and Chapter 1 programs are studied. The allocation formula in the legislation states that funding is to be distributed in direct proportion to poverty and regional cost. Dependent variables include Chapter 1 funding, the number of district participants in compensatory education (percentages of total), and effectiveness measured by achievement test score gain (available only for New York State). Predictor variables include: (1) child poverty rate; (2) district achievement level; (3) other factors in the legislation (average per pupil expenditure and save-harmless status); and (4) factors not in the legislation (district public school enrollment, district urbanicity, per pupil expenditures, state funds for compensatory education, local public school funds for compensatory education, and funding per enrolled student). Data from several sources, including the National Chapter 1 District Survey sample of 2,145 school districts, show strong associations among district poverty, achievement, and Chapter 1 funding levels and participation per student. Associations are exponential, rather than proportional, and are not as strong as federal and state allocation formulas and the assumptions behind the legislation would indicate. Some predictor variables that should have been neutral had significant associations with funding and participation, supporting critics' claims that certain types of districts are favored by the Chapter 1 distribution system. Average gain in achievement in New York showed no significant associations with any predictor variables. Possible remedies are discussed. Six tables and three graphs present study data, and there is a five-item list of references. (SLD)

NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Compensatory Education; Educational Improvement; *Educationally Disadvantaged; Educational Planning; Elementary Secondary Education; *Federal Programs; Instructional Materials; Leaders Guides; Parent Participation; Program Development; *Program Implementation; Research Utilization; Training Methods; Transparencies; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988

This kit contains a guide and materials for a workshop on the requirements of a schoolwide project under Chapter 1 (Hawkins Stafford Act of 1988). Included are the Presenter's Guide, nine transparencies, and one handout. Schoolwide projects are allowed to use Chapter 1 funds to upgrade the entire educational program of a school when several eligibility and use requirements are met. Accountability requirements and the planning process are reviewed. The roles of parents and the use of research are discussed. Two activities are presented: an evaluation of whether a schoolwide project makes sense and a planning activity for project implementation. Time allocation and materials needed to conduct the workshop are reviewed. (SLD)

ED 347 250 UD 028 753

Desired Outcomes: Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compensatory Education; *Educational Objectives; Elementary Secondary Education; *Federal Programs; Leaders Guides; *Outcomes of Education; Program Design; Programed Instructional Materials; *Program Implementation; Transparencies; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988

This publication is a guide with the necessary materials for leading a workshop session on defining and developing effective outcomes statements for use in Chapter 1 programs. Following a list of the transparencies and handouts used in the workshop as well as an outline of the 3-hour session, a section on presenter's background information discusses the renewed emphasis on well-written outcomes statements. This section notes that such statements provide an opportunity for states and local school systems to design evaluations based on issues of particular importance to their schools and programs. This section also lists suggested readings and optional resource materials. The actual guide to the workshop covers the following areas: (1) overview (definition of desired outcomes, discussion, and activity); (2) rationale (discussion of the requirements for desired outcomes); (3) process (discussion of the elements of a desired outcome statement and activities designing and evaluating statements); and (4) debriefing (discussion and evaluation). Throughout the guide graphics discipline would be improved if society could be changed; and (2) that negotiation over discipline was possible. Further, the study findings suggest that there are no easy solutions, many schools are trying hard, and a pool of skills and knowledge exists. Included are a technical appendix, 30 tables, and 8 references. (JB)

ED 347 270 UD 028 776

McNeil, John
Workers with Low Earnings: 1964 to 1990. Current Population Reports: Consumer Income.
PUB DATE- Mar 92
NOTE- 102p.; Several tables and questionnaires may not reproduce well due to small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; Demography; Incidence; Individual Characteristics; Labor Economics; Labor Force; *Low Income Groups; *National Surveys; *Occupational Surveys; *Population Trends; Tables (Data)
IDENTIFIERS- *Current Population Survey

This report brings together census data on low earning workers from 1964 to 1990 to provide information on changes over time in prevalence and on low earning worker characteristics. The report presents data from the Current Population Survey of 1965, 1970, 1975, 1980, 1985, 1990, and 1991 for workers with a year-round, full-time attachment to the labor force; for workers who actually worked year-round, full-time; and for year-round, full-time wage and salary workers. The concept of year-round, full-time attachment was developed especially for this study and includes persons who spent at least 50 weeks during the year at work or looking for work and who either worked 35 hours a week or more or worked fewer hours for non-voluntary reasons. Some of the highlights of the report are as follows: (1) there was a sharp rise between 1979 and 1990 in the proportion of year-round, full-time workers with low annual earnings; (2) using the attachment definition, 25.7 percent had low annual earnings in 1990; and (3) there was an increase in low earning workers in the past decade. The bulk of the document is composed of 10 tables presenting the data. Each of these 10 tables contains a variable at the bottom entitled "Year of School Completed," in which the subdivisions are: less than 12 years, 12 years, and 13 years and over. The appendixes contain another 12 tables as well as information on the use of the Consumer Price Index, technical notes, source and accuracy information, and facsimiles of questionnaires. (JB)

ED 347 271 UD 028 777

Foster, Michele
Urban African-American Teachers' Views of Organizational Change: Speculations on the Experiences of Exemplary Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Teachers; *Educational Attitudes; Educational

Abdal-Haqq, Ismat
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
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Abegg, Gerald L.
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